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ABSTRACT

This document is the third status report concerning the desegregation of higher education in Arkansas. It is narrative in nature and contains a summary of desegregation activities from each Arkansas institution of higher education. Chapter one summarizes those desegregation activities initiated and/or coordinated by the Arkansas Department of Higher Education. Chapter two includes information regarding desegregation activities implemented on the campus of each Arkansas institution of higher education. Appendixes include information pertaining to statewide desegregation efforts. (Author/KE)

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ARKANSAS COLLEGE AND UNIVERSITY PLAN FOR COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

STATEWIDE PLAN
IMPLEMENTION STATUS REPORT
MARCH, 1976

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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STATE OF ARKANSAS
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Little Rock, Arkansas

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STATEWIDE PLAN
IMPLEMENTATION STATUS REPORT III
MARCH 1976

STATE OF ARKANSAS
DEPARTMENT OF HIGHER EDUCATION
LITTLE ROCK, ARKANSAS

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CHAPTER I

INTRODUCTION

This publication is the third status report concerning the desegregation of higher education in Arkansas and is provided in accordance with provisions of the *Arkansas College and University Plan for Compliance With Title VI of the Civil Rights Act of 1964* (*Arkansas Plan*). *Status Report I*, forwarded during March 1975, detailed in narrative form those efforts to implement the various programs and activities identified in the *Arkansas Plan*. *Status Report II*, forwarded during November 1975, was primarily statistical, providing information that could be more appropriately reported in data terms. This *Status Report III* is narrative in nature and contains a summary of desegregation activities from each Arkansas institution of higher education.

Chapter I of this report summarizes those desegregation activities initiated and/or coordinated by the Arkansas Department of Higher Education. Chapter II includes information regarding desegregation activities implemented on the campus of each Arkansas institution of higher education. The Appendixes include documents and information pertaining to statewide desegregation efforts.

DESEGREGATION IMPACT STATEMENT

The Arkansas College and University Plan for Compliance with Title VI of the Civil Rights Act of 1964 contains a provision stipulating that the state will evaluate all actions concerning Arkansas higher education to determine the impact of such actions on the efforts to promote and improve desegregation. The evaluation is to be completed in the format of a formal desegregation impact analysis. The State Board of Higher Education, in conjunction with the several Arkansas institutions of higher education, has developed criteria (Appendix C) institutions and the state in general are required to address in determining the desegregation impact of anticipated changes in policies or procedures regarding the addition, deletion, or substantial expansion or contraction of academic programs; the construction of new facilities, closing or substantial expansion of existing facilities; the establishing of new institutions (including conversion of a private institution to public control), or closing existing ones; and the modification or implementation of new admission standards. The Desegregation Impact analysis criteria have been disseminated to all Arkansas institutions as a part of the State Board of Higher Education publication *Criteria and Procedures for Preparing Proposals for New Programs* (revised August 1975).

CLEARINGHOUSE

As a means of assisting Arkansas institutions of higher education identify and locate prospective faculty applicants, particularly minorities, the Department of Higher Education maintains a central file of the names and vitae information of individuals interested in being considered for such faculty vacancies. All information received by the Department as a part of the Clearinghouse activity is provided each Arkansas institution. The Arkansas institutions cooperate with the Clearinghouse procedure by providing the Department with announcements of current faculty vacancies.

To facilitate the receipt of vita information, the Department cooperates with other out-of-state institutions and agencies in a position to be of assistance. Recently, a list of doctoral candidates, most of whom were identified as minorities, studying with grants from the Southern Foundation and National Fellowship Funds programs was forwarded to each Arkansas institution of higher education. In addition to names, the list included addresses, the names of the institutions awarding the degree, and the candidate's major field of study.

Currently, the Clearinghouse file contains the names and credentials information of approximately 100 prospective faculty candidates.

FACULTY SALARY EQUALIZATION, UNIVERSITY OF ARKANSAS AT PINE BLUFF

In a letter dated August 4, 1975, which was addressed to Governor Pryor and signed by Mrs. Dorothy Stuck, Director of the Region VI Office for Civil Rights, several points were mentioned which needed attention under the commitment Arkansas made to desegregating public higher education. One of these items concerned inequities in faculty salaries at the University of Arkansas at Pine Bluff.

The Department of Higher Education conducted an analysis of the average salaries of faculty members at the University of Arkansas at Pine Bluff during the fall of 1975 (the most recent data available) and compared them with institutions comparable in size and scope of programs. These institutions were: Arkansas Polytechnic College, Southern State College, and University of Arkansas at Monticello. Since the level of highest degrees held would have an impact on the level of salary, the analysis was done within each rank but also by the level of highest degree held.

Since there were inequities between the University of Arkansas at Pine Bluff and the average of the other three institutions when comparing faculty ranks and highest degrees held, the Department of Higher Education recommended to the Governor that funds to eliminate these inequities based on averages for the fall semester of 1975 be appropriated to the University of Arkansas at Pine Bluff during the 1976 Extended Session of the General Assembly. The sum recommended was $108,184 which was derived by calculating the differences between the University of Arkansas at Pine Bluff average salary in each category and the average of the other three institutions and allowing that difference for each faculty member in the category.

It was further the recommendation of the Department of Higher Education that these funds be appropriated beginning with the 1976/77 fiscal year and that it be specified that they could be used for no other purpose than providing salary increases for existing faculty members. The funds could not be used for other operating expenses and could not be used to employ new or additional faculty members. With this one-time increase, the funds recommended by the Department for the operation of the University of Arkansas at Pine Bluff will be adequate to maintain comparable salary levels in future years if appropriate faculty/student ratios are maintained.

Appendix F shows the legislative authorization to appropriate the sum recommended to improve faculty inequities at the Pine Bluff campus.

FACULTY PARTICIPATION IN ALTERNATE RETIREMENT PLANS, UNIVERSITY OF ARKANSAS AT PINE BLUFF

During the late 1960's, the General Assembly provided for an alternate retirement plan for colleges and universities which would allow teaching and administrative employees to elect TIAA/CREF retirement coverage rather than state teacher retirement. The election decision was left up to employees at the institutions. All institutions except the University of Arkansas at Pine Bluff had some employees who elected the alternate retirement plan and employees at that institution have now contended that adequate notice of the possibility for electing another plan was not provided them by institutional officials. Although it is virtually impossible to determine the absolute accuracy of this contention, it would appear most likely that it is accurate since none of the employees elected the alternate plan. It has since been discovered that the acts which merged the University of Arkansas at Pine Bluff (formerly Arkansas AM&N College) and the University of Arkansas at Monticello (formerly Arkansas A & M College) with the University of Arkansas included wording which inadvertently prohibited employees from making any change in retirement systems at those two institutions at a later time.

During the 1975 session of the General Assembly, an Interim Committee on State Retirement Systems was established for the purpose of studying problems in all retirement systems included in state government. The problems of the Pine Bluff campus and the Monticello campus were placed before this committee as well as other problems and inequities that exist.

The Committee held several meetings and hearings, and a retirement consultant was retained. The resulting legislation approved by the Arkansas General Assembly in extended session, January 1976, is included as Appendix H. The general principle of the Act allows employees another opportunity to elect the alternate retirement system and eliminate the inequities for the Universities of Arkansas at Pine Bluff and Monticello.

PARTICIPATION IN CAMPUS REVIEWS CONDUCTED BY THE OFFICE FOR CIVIL RIGHTS, REGION VI

Department of Higher Education representatives accompanied Office for Civil Rights' staff personnel in monitoring visits to Arkansas institutions of higher education. The purpose of the monitoring visits was to determine the status of desegregation efforts on the several campuses. Since January 1976, visits have been made to two four-year campuses and two community college campuses. The visits provided the opportunity for institutions, and the state in general, to evaluate and assess the implementation of programs, activities, and procedures designed to impact upon desegregation.

COORDINATION OF THE DEVELOPMENT OF TITLE VI AFFIRMATIVE ACTION PLANS

As a part of the efforts to respond to the August 4, 1975, letter from the Office for Civil Rights, Region VI, the Department of Higher Education assisted the several institutions in the preparation of Title VI Affirmative Action Plans. In addition to individual assistance, the Department sponsored two seminars where institutions received technical assistance from members of the Office for Civil Rights staff. The Affirmative Action Plans were completed and forwarded to the Regional Office for Civil Rights.

BOARD APPOINTMENTS

Members of the Boards of Trustees for University of Arkansas System, Arkansas State University, Arkansas Polytechnic College, University of Central Arkansas, Southern State College, and Henderson State University are appointed by the Governor with confimation by the Arkansas Senate. Members of Boards of Trustees for Community Colleges are initially appointed by the Governor and confirmed by the Arkansas Senate. Subsequently, Boards of Trustees for Community Colleges are elected by the voting electorate of the individual community college districts. The State of Arkansas remains committed to the goal of insuring that representation on all college and university boards and other educational policy making bodies subject to gubernatorial appointment will include persons from minority groups, including blacks.

Consistent with existing State laws and regulations, minority groups, including blacks, will receive active gubernatorial consideration for appointment to boards according to the following schedule of vacancies.

Institution	Number and date of Vacancies
University of Arkansas System	One, January, 1976
University of Central Arkansas	One, January, 1976
Arkansas State University	One, January, 1976
Arkansas Polytechnic College	One, January, 1976
Henderson State University	One, January, 1976
Southern State College	One, January, 1976

By September 1976, and according to the vacancy schedule above, the State will conscientiously endeavor to insure the representation of minority groups, including blacks, on 60% of all such boards. Further, the State reaffirms the commitment to insure that representation of minority groups, including blacks, on all institutional governing boards will be accomplished by the academic year 1979-80. Since January 1976, the Governor has appointed a black representative to the Boards of Trustees for Henderson State University and Arkansas State University. The Boards of Trustees for the following four-year institutions currently have black members--University of Arkansas System, University of Central Arkansas, Arkansas State University, and Henderson State University. There are black members serving on the following Boards of Trustees for community colleges--Garland County Community College, Phillips County Community College, Mississippi County Community College, and East Arkansas Community College.

COORDINATION OF THE ARKANSAS RESPONSE TO OFFICE FOR CIVIL RIGHTS LETTER OF AUGUST 4, 1975

The Governor of Arkansas received, during August 1975, a letter from the Region VI Director of the Office for Civil Rights outlining the current status of desegregation within Arkansas higher education. The letter set forth the compliance status of the State of Arkansas under the Arkansas Desegregation Plan pursuant to Title VI of the Civil Rights Act of 1964. The findings outlined in the letter were based on reviews, data collection, and on-site reviews. The letter requested specific data and information germane to the compliance status of the State of Arkansas. The collection of data and information requested was coordinated by the Department and forwarded to the Regional Office for Civil Rights under the cover letter dated October 9, 1975 (see Appendix D). Pertinent parts of that response have been incorporated into this status report.

CHAPTER II

DESEGREGATION STATUS REPORTS TWO-YEAR CAMPUSES

STANDARDS ADDRESSED IN COMPLETING INSTITUTIONAL REPORTS

COMMUNITY COLLEGES

Provide a description of the institution, including educational mission and factors which make the institution unique from other public institutions in the State.

STUDENTS

Describe in narrative the institution's admissions policies, including impact of such policies on minority students, any anticipated changes in present policies.

Provide a narrative profile of the student body, including racial composition of students entering the college for the first time the fall 1975 semester. Include trends in student enrollment, geographic origins of first year students, average age of students, and other factors which will characterize the student body.

Discuss efforts to recruit minority students, including high school visitations, Self-help Program, cooperative recruitment teams, among other factors.

Discuss retention programs, including special skills programs, and efforts to encourage minority student participation in campus activities. Provide all available information on retention rates of minority and non-minority students.

FINANCIAL AID

Discuss financial aid, including availability for minority students, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Provide a narrative profile based on the most recent data available of students receiving financial aid, including racial identification.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet projected minority student enrollment.

EMPLOYMENT

Provide a narrative profile of faculty, administration, and classified staff according to race.

Discuss efforts that have been made to recruit minority applicants for faculty, administrative and classified positions.

Provide a narrative of progress made to improve minority representation among employees within job classifications.

PROGRAM COOPERATION

Discuss cooperative program efforts with other institutions, including Orientation Visits, Cultural Exchange.

ARKANSAS STATE UNIVERSITY

BEEBE BRANCH

1. STUDENTS

1.1 Arkansas State University-Beebe has an open admissions policy for all entering students.

1.2 The total enrollment at ASU-Beebe in the fall 1975 was 799 students. Of this number 4 percent, or 33, are black. Of the 356 students who entered ASU-Beebe for the first time this past fall 23, or 6 percent are black. The full time enrollment was 521 while 278 students took courses on a part time basis. Since 1970 enrollment has grown from 551 students to 799. While the entire student body has increased 31 percent in this time, the black student population on campus has increased 28 percent from 24 to 33.

Most students who come to ASU-Beebe live in either White, Pulaski, or Lonoke Counties. The American College Test (ACT) profile of incoming students shows that 17 percent prefer ASU-Beebe because of its location. For over 40 percent of the incoming students ASU-Beebe is their first choice, over 40 percent are drawn here because of their anticipated field of study, and more than 26 percent expected to apply for financial aid. The ACT also reports that the typical incoming student had an ACT composite score of 15.5.

1.3 Student recruiting activities for 1975-76 have followed a fairly typical admissions approach which utilizes several techniques including mass mailings, high school student and counselor contact both individually and at high school career and college days, and campus day visits. All efforts are designed to give potential students a wide range of information about ASU-Beebe from housing and financial aid to academic program possibilities. High schools in the ASU-Beebe geographical service area that have a high proportion of black students have received special attention this year with biracial recruiting teams of students and staff making personal contact with prospective students. High schools in Lonoke and Prairie Counties that have high black enrollments were among the schools invited to participate in career day activities at ASU-Beebe during the spring break. University faculty and staff disseminated information regarding financial aid programs available at the Beebe Branch.

Stuart Weiner, who was recently hired to consult on admissions, has already begun the process of analyzing the current program to determine ASU-Beebe's attraction to students. He has also spent some time studying the recruiting area and its potential and has done initial work on admissions publications, including recommending the use of a special piece for minority students describing the ASU-Beebe social and academic environment and the advantages it offers. At present no work has been done to implement the Self-Help Program. However, as a comprehensive plan is developed to personally identify and follow students who are interested in going to college it should be fairly simple to incorporate the Selp-Help concept into that. A large part of the admissions program will be counseling students and parents on how to select a school and how to apply for financial aid.

1.4 The student retention rate at ASU-Beebe is determined by tracking students on an individual basis. From the fall of 1974 to the fall of 1975, 83 percent of the black students returned compared to 64 percent of the white students.

Just last month the Dean's Council approved an expanded special skills program at ASU-Beebe. This Program of Academic Skills and Services (PASS) is designed to provide students with an opportunity to develop essential background knowledge and skills. It will have both a remedial and a developmental component. The director of the PASS program on the main campus has already met with ASU-Beebe personnel to discuss implementation of the program on the branch campus.

2 FINANCIAL AID

2.1 In 1974-75 the Financial Aid Office at ASU-Beebe monitored financial assistance to students totaling $82,246.88. This amount was awarded to 160 students. Of that total dollar amount $13,862.13 went to 18 black students representing 11.25 percent of those students receiving aid and 16.85 percent of the total amount distributed. More than 77.5 percent of ASU-Beebe's financial aid comes from federal programs including NDSL, SEOG, college work study, and BEOG. In addition to federal funds, the University receives private scholarships and grants-in-aid. Of the total amount of aid, private monies represent .5 percent of financial aid assistance. Remaining funding comes from state grants and loans.

Financial aid is divided into grants, loans, scholarships, and student employment. BEOG, SEOG, and state vocational rehabilitation grants totaling $37,093 were awarded to 68 students; 19 percent of those students were black and they received $6,804 or 18.3 percent of the total dollar amount for grants. NDSL and federal, state, and private loans amounting to $19,482 went to 33 students. A total of $13,580 in state, institutional, and private scholarships was given to 38 students. In this category 18 black students received $5,960 or 43.9 percent of the total amount. Student employment reached 21 students totaling $12,901.88; 9.5 percent of these students were black and they received 9 percent of the work study funds.

2.2 Federal aid will be particularly important for a growing minority enrollment since a significant percentage of black students need financial assistance. Barring any drastic changes in guidelines for these programs it is anticipated that federal awards will grow along with the student body.

3 EMPLOYMENT

3.1 In the fall 1975, Arkansas State University-Beebe retained 59 people on a full-time basis and hired an additional 10 staff members. Of the new employees 1 of the 3 faculty, 1 of the 4 service/maintenance workers, and 1 of 3 secretarial and technical positions filled are black. Of the employees who were retained none of the 10 administrative staff, 2 of the 27 faculty, 1 of the 6 secretarial, and 1 of the 16 service workers are black. Overall, 30 percent of the new hires and 5 percent of the retained staff are black, totaling 7 percent or 5 of the 69 persons employed at ASU-Beebe.

3.2 As part of an expanded program to recruit minority staff the Beebe Branch has advertised all classified openings in the Arkansas Gazette and area newspapers. Professional positions have been advertised and notices have been sent to appropriate departments at predominantly black colleges.

While the results of this effort are not in at present we expect that a much wider range of people are learning of positions at ASU-Beebe. Each new contact with a black organization that lists job openings should also have an impact on the number of minority applicants. However, if this effort does not produce the kinds of results that we anticipated other recruiting measures will be developed to attract black applicants.

EAST ARKANSAS COMMUNITY COLLEGE

Because East Arkansas Community College is committed to the ideal of the worth and dignity of the individual, its underlying philosophy is to provide opportunities for youths and adults to develop themselves for purposeful, gratifying, and useful lives in a democratic society. This college accepts the national goal of providing at least two years of educational opportunity beyond the high school level. Paramount in such education are programs of study designed to fit the needs of students of varying educational and vocational goals, and those programs which provide extra-curricular activities and community service consistent with the concepts of the individual by complimenting the programs offered by other educational institutions. We accept our position within the developing patterns of local, state, regional and national higher education.

Student

East Arkansas Community College has an open door admission policy. All programs presently in operation at EACC are operated under the same criteria: EACC will accept in good standing any student who is a graduate of a fully accredited high school or who has a GED; any student who is 18 years of age or older; or students who previously attended other colleges and have evidence of honorable termination from that college.

In order to attract minority students, special efforts are made through "Recruiting Affiliates" and a special Recruiter. The Recruiting Affiliates is a group of approximately thirty outstanding citizens from communities in each county served by EACC selected to help in communicating the commitment EACC has to help students. All members of this committee are black. The Recruiting Affiliates relay information to prospective students through churches, civic groups and by word-of-mouth to minority students within their community.

The special Recruiter is one of the College's black instructors who is employed between the spring term and summer term to do non-traditional recruiting. This instructor visits pool halls, barbershops, city parks and other places in the community distributing information about the college. Also, minority faculty and staff members visit various civic groups and community organizations dispensing information to prospective minority students. The traditional recruiting team consists of approximately four persons visiting high schools in the EACC service area at least twice during the year. The team consists of two males and two females with a racial composition of two whites and two blacks. The team visits schools whenever it is convenient with the high school and at a time which is most opportune to speak with most students. With the results already achieved from these efforts, no changes in the present policies are anticipated at this time.

The combined average percent of black population in the five-county service area is 42.22 percent, based on the "Manpower Information Report." The present black enrollment at EACC is 39.08 percent. However, by 1980, the black enrollment at EACC is expected to be approximately 47.0 percent, while the college enrollment is 48.18 percent black from St. Francis County. The average age of student attending EACC is 27.17 years. Most of the students at EACC are from low-income families with farm-oriented backgrounds.

Student

All students are encouraged to participate in all campus activities. Athletic activities are open to all students. In addition to athletic activities, the Dean of Student Affairs, who is black, has scheduled a series of events aimed at all student participation. The events include: Lectures (social in nature), "Rap Sessions," Dances, Movies, Honors Night for Who's Who and "Roast the Dean." These activities are planned by students from the Student Activities Committee representing the entire student body under the leadership of the Dean of Student Affairs. In addition to the Student Activity Committee, EACC has the President's Advisory Committee. Here, students representing a racial balance of the student population, meet bimonthly with the President to discuss problems, grievances, policies and other matters of concern among the student population.

Financial Aid

East Arkansas Community College maintains a comprehensive program of financial aid for all students and anticipates having available funds for all eligible students. Most of the financial aid is derived from BEOG. The presentation of all financial aid opportunities are discussed at every recruiting effort employed by EACC. In addition, the financial aid officer holds two or three financial aid seminars per year to discuss with potential students financial aid available at EACC, and to provide assistance in completing application forms for financial aid.

During the spring term of the 1975-76 school year, approxiamtely 45.0 percent of all the students attending EACC received financial aid. Of this percentage, 60.0 percent of the black students received some form of financial aid. The large number of EACC students receiving financial aid is reflective of the community served by EACC. The Delta area of Arkansas is noted for its low-income status. As a result of students living in such an economic area, approximately 70.0 percent of the students applying for financial aid were eligible. Of the ones determined eligible, 80.0 percent were eligible for the maximum amount.

EACC is continuously seeking additional funds for student aid, both public and private. Presently, there are available funds for all eligible students at EACC; therefore, no changes in eligibility requirements are anticipated at this time.

Employment

I. PROFILE OF FACULTY

There are 26 persons at East Arkansas Community College classified as faculty. This number includes the professional staff of the Learning Resource Center. Of the 26 persons, five are black and 21 are white.

In addition to the five black faculty members who are actually employees of the college at this time, the college has employed one black division chairperson and two black instructors who signed contracts, but because of difficulty in securing housing or for other reasons, asked to be released from their contracts. Had it been possible to retain these individuals, the figures would have been 8 black and 18 white.

II. EFFORTS TO RECRUIT MINORITY APPLICANTS FOR FACULTY

The college found it difficult to recruit minority faculty applicants in the first year because the search procedure could not begin until the last week in May and early June of 1974. This was due to the fact that the Dean of Academic Affairs was not employed until May 20.

Even so, extensive efforts were extended to recruit minority applicants. The academic dean and the dean of student services (black) both contacted potential condidates who were known to them or to their colleagues. Notices were sent to colleges and universities within the state of Arkansas and the surrounding states to inform placement bureaus of instructional positions available.

It is the feeling of college personnel that the factor which will contribute the greatest to future success in recruiting minority applicants is the treatment received by those minority faculty who have been employed. Every effort has been made to avoid tokenism in employment procedures. Consequently, each faculty member is treated in a similar manner regardless of race or sex. A member of a recent HEW visitation team mentioned this fact to members of the college administration, and indicated that it should be helpful in future recruiting.

In spite of these efforts, there are factors which hinder recruiting of minority applicants. A severe housing shortage in the Forrest City area for both races, but particularly for black professionals, make it very difficult to attract the quality of minority faculty desired by the college. The school has made efforts to work with the community in alleviating this condition. As a result, two quality-type duplexes consisting of four living units have been constructed since the time the college began operation. At the present time, all four of these units are occupied by college personnel.

Employment

III. EFFORTS TO IMPROVE MINORITY REPRESENTATION AMONG EMPLOYEES WITHIN JOB CLASSIFICATIONS

Recognizing the need to provide equal opportunities in all levels of employment, efforts have been made to recruit minority applicants at each level. As a result, the Director of the Learning Resource Center, a position reporting directly to the Dean of Academic Affairs, and having administrative responsibilities at the same level as a division chairperson, is black. As was indicated earlier, a black division chairperson was employed, but because of reasons already indicated, did not remain. Thus far, there have been no resignations within the administrative level of the instructional area; but as such resignations occur, anyone from within or without the faculty will be given the opportunity to apply and be seriously considered for such positions.

Program Cooperation

During the months of September and October, 1975, one faculty member from East Arkansas Community College consulted with and assisted a faculty member of Phillips County Community College on a Reader's Theatre Production of "The World of Carl Sandburg." The purpose was to further the understanding and cooperation between the students of each of the schools. On October 24, 1976 the program was brought to this campus. Records show that 89 persons attended. Preceding and following this cultural exchange, the members of the cast from Phillips County Community College socialized with the members of the audience.

Dr. Dorothy C. Lanier, a black English instructor at East Arkansas Community College, presented a paper at the November conference of the Arkansas Philological Association held at Arkansas State University (Jonesboro, Arkansas).

Dr. Lanier explained that EACC was the only community College represented at the annual meeting. The paper, entitled "Black Dialect: Grammar in Fact and Fiction," was an outgrowth of Dr. Lanier's doctoral dissertation.

Her research showed that black dialect, as all other dialects, has its own grammatical features. The most noticeable features appear in pattern of negation, in the use of verbs, in the formation of clauses, in the distrubution of preposition, and in the inflection of nouns and pronouns.

These features, observed in novels and short stories as well as field samples, are not used in a haphazard way as to suggest random errors, Dr. Lanier explained. On the contrary, they appear to be part of a highly structured grammatical system. Dr. Lanier does not advocate eradication of the dialect. Instead, she uses her knowledge of the structure of the dialect to help students make the transition to standard English.

The paper was one of seventy papers read by professors representing 27 colleges and universities in 14 states. Dr. Lanier also chaired a session in which she was responsible for recommending papers for publication.

STUDENTS

Garland County Community College was established as an institution with an open-door policy. The general requirements for admission are:

1. If they are a high school graduate, they file an application for admission and have their high school transcript sent to the college.
2. If they have attended another college or university, a transcript from that college should be sent for counseling and graduation purposes. A person may be enrolled without the transcript, but if he has one it should be sent later.
3. If they have a G.E.D. high school equivalency diploma, the G.E.D. transcript is sent to the college.
4. If they are a current high school student who has not graduated from high school a letter from their principal should be sent to the college.
5. If they have not graduated from high school, but they are 18 years of age, and their high school class has already graduated they may be admitted without a transcript.

ADMISSION TO THE NURSING PROGRAM

In addition to meeting general requirements for admission, nursing students must:

1. Have a personal interview with a member of the nursing faculty.
2. Complete the pre-registration process by June 30. Students will be notified of acceptance by July 15.

3. Provide evidence of satisfactory dental, physical and mental health, including a chest X-ray and VDRL, tetanus and diphtheria immunizations.
4. Make a satisfactory score on a pre-entrance examination.
5. Maintain a grade of "C" or better in all Nursing Process Courses.

Students are encouraged to take the American College Testing (ACT) before registration for counseling and placement of students in programs, courses and course sections but it is not an admissions requirement.

The admissions policies have had a positive impact because it has allowed many minority students in our community to attend college who would not have had the chance at a school with more stringent admissions policies. There are no anticipated changes in our admissions policies. We feel that our policies allow any student admittance who has the desire to go to college.

Our student body is composed of approximately 91% Garland County residents, 8% from other counties in Arkansas and approximately 1% from out of state. The mean age of our student body is approximately 26 years with approximately half of our students ranging in the age group from 17 years to 25 years of age. Fifty-six minority students entered school in the fall semester for the first time. The minority percentage of students is approximately 5.5% of the student body. Most all of these students are from the Garland County area. The trend seems to be for our minority students to carry more semester hours and to become more involved in our school activities. Three female minority students are members of our cheerleading squad, one of them being the captain of the squad. Three of the Student Affairs Committee are minority students, and they are well represented on our basketball team.

An agressive recruitment program is in operation year around in our geographic area for all students, regardless of race. Although our counselors are directly responsible for recruiting students, many other members of our faculty, staff, and students are involved in the recruitment process. Recruitment contacts are made for minority students through organizations in the community, church groups, high school and college counselors, and other individuals and organizations. We participate in the individual high school career days in our area and the Garland County and Montgomery County Career Days. Minority students who are members of our Student Affairs Committee, Cheerleaders, and athletic teams are active in the recruiting process, accompanying counselors on their high school visits and working in the various career day programs. Our director of Financial Aid travels with our counselors to each area high school in the Spring semester and explains the various financial aid programs and scholarships available to minority students. We plan to use radio advertising and newspaper advertising this spring with a portion of it directed mainly to minority students.

Special skill programs are offered in the areas of Math, English, Writing, Reading, and Personal Development. Counselors, by using previous transcripts, test results, and past performance attempt to schedule students into classes they are prepared to take. Math and English tests are required of students before they enroll for the first time to determine if the need to be scheduled for a special skills course or courses before enrolling in the higher level courses. Our response in this area has been good. Many students have had the chance to remain in school by enrolling in the Human Development area and better preparing themselves for higher level courses who judging by past performance would not have been successful without special help.

Minority students have become more active in our campus activities. All college committees with student represenatives have minority student representation. We have actively recruited minority students for student activity envolvement. Minority students are active in organizations and activities this year where they have been absent in the past. Retention rates of minority and non-minority students are not availabe at this time but we are planning to implement a procedure later this year to keep this statistic up to date.

EMPLOYMENT

Garland County Community College has 32 full-time faculty, 56 part-time faculty, 7 administration, and 14 classified employees. There are three blacks among the full-time faculty, 1 black among the part-time faculty, no blacks in administration and 3 blacks among classified employees. There are 2 blacks on our 9 member Board of Trustees.

GCCC anticipates employing 4 or 5 full-time faculty next year. These positions will be advertised at graduate institutions within the state and also in a six state regional area surrounding Arkansas. We plan to have a black/white ratio among our faculty comparable to the ratio in Garland County. The population of the County is currently 54,131, with black and other minorities being 9.7%.

We plan to give special attention to recruiting blacks among part-time faculty. The recruitment will be done locally primarily among blacks who hold public school teaching positions and who are employed in business and industry.

We do not anticipate any additional openings in administration and classified positions. However, in the event that openings do occur in the administration, the positions will be advertised regionally, and classified positions will be advertised locally.

We plan to promote a black who is now in a part-time teaching position to a full-time position this fall, making a total of 4 blacks in full-time faculty positions.

PROGRAM COOPERATION

We have a cooperative program with Arkansas Tech in an Associate Degree in Parks and Recreation. Tech provides the specialized courses in parks and recreation (15 hours) and GCCC adds 49 hours in general education courses. Approximately 25 students are currently enrolled in this program.

GCCC has encouraged area universities to offer upper-level and graduate courses in Hot Springs. Currently Henderson State University is offering 12 courses here. We anticipate this will develop to the point where a student could receive most of a 4-year and graduate degrees here.

FINANCIAL AID

Garland County Community College became qualified for the first time in fiscal year 1975 for the total comprehensive funding of Federal Student Financial Aid Programs.

In fiscal year 1974, only Basic Educational Opportunity Grant and limited Supplemental Educational Opportunity Grant funds were available. The approved level of Federal expenditures for fiscal year 1975:

Supplemental Educational Opportunity Grant	$ 38,206
National Direct Student Loan	39,822
College Work Study Program	130,815
TOTAL	$208,843

Basic Educational Opportunity Grants are designed to equal the need of eligible students. The Fall Semester, 1975, reflects that funds expended were as follows:

I. Blacks

	No.	Amt.	Avg. per Stu.
BEOG	47	$17,924.00	$381
SEOG	3	500.00	$167
CWS	14	2,324.25	$166
NDSL	1	200.00	$200
TOTAL		$20,948.25	

II. Whites

	No.	Amt.	Avg. per Stu.
BEOG	153	$46,884.00	$306.43
SEOG	50	6,400.00	$128.00
CWS	50	10,753.37	$215.06
NDSL	17	5,677.00	$333.94
TOTAL		$69,714.37	

I. Unduplicated number of Black Students on Financial Aid-48--56% of Black enrollment; Average aid per student-$436.42.

II. Unduplicated number of White Students on Financial Aid-202--13.5% of White enrollment; Average aid per student-$345.12.

The data enclosed is only for the Fall Semester; as the programs progress, many additional applicants are expected for the remainder of the fiscal year.

The efforts of the institution to make the Student Aid Program available to all students include use of the local news media--radio, newspaper, school paper, and presentations to several local civic clubs and organizations. We also visited each public school in our area of responsibility and provided information and assistance in completing the application forms. Special efforts to reach minority students included meetings with black ministers and civic leaders to explain the program and distribute information and applications. The amount of present funding seems to be adequate with the exception of the lack of available funds for the Guaranteed Student Loans. Also, special funds for Nursing students have not been available; however we will apply for fiscal year 1976 this spring for Nursing Grants and Loans.

In addition to Federal Funds, we are conducting a drive for local participants in a Student Scholarship Program based on need and scholastic achievement.

Projected increases in Minority Student enrollment are expected now that funds are more available for needy students.

Our application for funding for fiscal year 1976 for Federal Programs takes into account the projected needs of Garland County Minority Students.

MISSISSIPPI COUNTY COMMUNITY COLLEGE
Blytheville, Arkansas 72315

Description of Institution

The Mississippi County Community College is located near Blytheville, Arkansas on Highway 61, South (two miles north of the interchange of Interstate--55 and the Arkansas Highway--61).

Mississippi County is the defined service area for the college; has a population of approximately 60,000 people.

The Blytheville Air Force Base is located within the city limits and currently maintains a viable educational program.

The college is governed by a nine (9) member Board of Trustees, appointed the first term and elected for subsequent terms. The table of organization is traditional with three (3) deans and six (6) division chairpersons. A master's degree in the teaching area is required of all faculty.

Educational Mission

The Mississippi County Community College has as its philosophy and objective to provide higher education to all the citizens in its community and endeavors to be a catalyst that will generate efforts to improve the quality of life of its public.

Admission Policy

The Mississippi County Community College will accept students in the following categories:

High School Graduate or G.E.D. Equivalent. The Mississippi County Community College will accept any student who is a graduate of a fully accredited high school or who has a General Education Development (G.E.D.) equivalency diploma.

Conditional Enrollment. Any student who is 18 years of age or older, who has not graduated from high school or does not have the G.E.D. diploma may be admitted on a conditional basis. Upon successful completion of 12 semester hours with a grade point average of 2.0 or higher, the conditional admission status shall be removed.

Transfer Students. Students previously enrolled in other colleges or universities must submit evidence of good standing at these institutions, and an official transcript of the work completed. Students with a grade average below "C" may be granted probationary admission. Students not eligible for readmission to another college or university will not be considered for admission to Mississippi County Community College until they have been out of college for at least one regular term.

> Special Students. Persons 18 years of age or older who do not plan to earn a degree or certificate may enroll as special students. No transcript of previous work shall be required for status as a special student. In the event a special student should later desire credit to meet certificate or degree requirements, he must submit a transcript and meet all admission requirements and petition the Dean of Instruction for credit earned before official admission. Each case must stand on its own merits. Each student should see a counselor or adviser for information on requirements of the program of his choice.

As this time, we can determine these requirements do not impact with disparity on the minority population of the area.

We do not anticipate a change of these policies until we have had a chance to gather more data.

Student Body Profile

The total enrollment at our institution for the 1975, Fall semester (which was our first semester of operation) was 801 students.

These 801 students can be further divided into the following breakdown:

Males--317 Females--484

One-hundred and sixteen (116) of these students were of the minority race. The rest 676 were of the majority race.

We had 587 part-time students and 214 full-time students.

Forty-five (45) of our students live out of state. Ten (10) students live out of county

Our institution had 77 veterans during the 1975, Fall semester.

We had 408 first time freshmen students.

The age of students at our institution range from 17-91 with an average age of 23.

Retention Rates

Mississippi County Community College has a short history of academic service from which to draw a retention study. However, for the 1975, Fall semester 48 Black males were enrolled. Of this forty-eight (48), 35 returned for the 1976, Spring semester. This gives a retention rate of 72.9% retained in school for the 1976, Spring semester.

Forty-seven (47) Black females attended our institution full-time and part-time during the 1975, Fall semester. Of this number, 30 returned for the 1976, Spring semester. Giving a retention rate of 63.8%.

For the school population as a whole, 242 of 688 returned for the 1976, Spring semester. Giving an overall retention rate of 35.17%.

Special Skill Programs

Mississippi County Community College had five (5) learning skills classes during the 1975, Fall semester, and have four (4) in session during the 1976, Spring semester.

There are two (2) part-time counselors/learning skills teachers employed.

Minority Students Participating in Campus Activities

Students at a community college without dormitory facilities seem to lack some of the interest for the usual campus based activities. However, at the Mississippi County Community College, the problem of minority involvement does not seem to be the problem.

The problem is to get interest in organizations. At this time, we have a Student Government Association, of which a minority male student is the president. From this nucleus, we have involved Black students in the following organizations: the Drama Club, Yearbook Staff, Campus Newspaper, Basketball Team, Disciplinary Committee, Actvities Committee, Veterans' Club, and the Pep Club.

Recruiting

Mississippi County Community College has participated in one (1) Career Day presentation, which involved invitations to all of the high school students in Mississippi County.

At this Career Day meeting, we were able to talk with approximately 80 people. Approximately 20 people were of the minority race.

At the time of this report, two (2) counselors at Mississippi County Community College are visiting the high schools in the county to talk with their counselors. On these visits our counselors are leaving recruiting information pertaining to our institution.

The Dean of Student Affairs, who is of the minority race, is also visiting all of these high schools in the county; talking with students in all areas of the county.

Mississippi County Community College plans to participate in a College Day Program during the next academic school year.

Mississippi County Community College hired six recruiters from various locations of the county. They are composed of one (1) Black male, one (1) White Male, two (2) Black females, and two (2) White females to help disseminate information about the college. This was a one time occurance and will not be followed by other efforts of this kind.

We feel that some other factors; such as, distance from school, lack of funds to buy automobiles, etc., make this type of recruiting a high cost form of communications. Word-of-mouth by our students is now paying off; is a better way to speed our advertising.

Scholarships

Minority students have received one (1) of five (5) Arkansas State Scholarship Program awards.

Minority students have received eight (8) of eleven (11) M.C.C.C. Athletic Scholarships awards; and were recipients of one (1) of five (5) M.C.C.C. Institutional Scholarship awards.

New Sources of Financial Aid Funds

We are trying to organize an athletic boosters club to help raise funds to support our athletic program.

Plans are being made to ask several local civic organizations to give a tuitional scholarship to a student of academic potential; to ask large companies to give several scholarships to deserving students who show a need for financial aid to attend college.

Financial Aid Needs to Meet Projected Minority Student Enrollments

On February 19, 1976, we received a Dear Colleague letter from Dr. Peter K. U. Voight, Director, Division of Basic and State Student Grants, P. O. Box #34457, stating 1/3 (33%) of the money for BEOG (Basic Grant) requests may not be funded. The same topic was discussed in the February 9, 1976, edition of the National Association of Student Financial Aid Administrators, Volume VIII, Number 2 newsletter, indicating that some of the campus based program funds being required to help balance the government.

These funds provide the backbone of our financial aid package. With these factors to take in to consideration, our institution is is serious trouble.

FINANCIAL AID

Availability of Financial Aid for Minority Students

Mississippi County Community College finds itself in a unique position with regard to financial aid programs. Sixty(60%) percent of the families in the county have an income of less than $7,000 per year. Fifty-eight (58%) percent of our students have received some type of aid through our institution.

Fifty-four (54%) percent of the students receiving aid are Black. This is our first year of operation. We have been able to secure the following sources of aid for our students:

Basic Educational Opportunity Grant Program
Arkansas Vocational Rehabilitation Program
Bureau of Indian Affairs Grant
Federally Insured Loans
Guaranteed Foundation Loan of Arkansas
M.C.C.C. Student Short-Term Revolving Loan
Arkansas State Scholarship Program
M.C.C.C. Athletic Scholarship
M.C.C.C. Tuitional Scholarship

Financial aid at our institution is very inadequate to meet the needs of this area where proverty level family income is common.

Profile of Students Receiving Student Aid

Of the 66 students receiving Basic Educational Opportunity Grants, 38 were minority students. We had one (1) Arkansas Vocational Rehabilitation Grant, which was given to a member of the minority race. One (1) Bureau of Indian Affairs was awarded to a member of the minority race.

Loans

No minority student has received any of the four (4) Federally Insured Loans. One (1) minority member has received 1 of 3 Guaranteed Foundation Loans of Arkansas.

Minority members have received eight (8) of twelve (12) loans made from the M.C.C.C. Short-Term Revolving Loan Fund.

PROGRAM COOPERATION

Cooperative Program Efforts

The faculty has visited the East Arkansas Community College, located at Forrest City, Arkansas, on an orientation visit.

We are members of the Arkansas Junior and Community College Association.

EMPLOYMENT

Profile of Faculty

The following 16 positions were those identified as entry level academic positions for the first year of operation of Mississippi County Community College:

Identification for faculty. Faculty were hired in each of the following areas:

Art-Drama (1)	White
Social Science (1)	White
English (2)	White, White
Chemistry/Physics (1)	Black
Community Services (1)	White
Speech (1)	White
Business (1)	White
Natural Science/HPER (1)	White
Math (1)	Black
Political Science (1)	White
Agriculture (1)	White
Sociology/Psychology (1)	Black
Music (1)	White
Physical Education/Coach (1)	White
Secretarial Science (1)	Black

Recruitment of Minority Faculty

Out of the first faculty of 16, a total of four (4) faculty members were of a minority group (Black). This ratio of 25 percent compares favorable with the general ratio of minorities in both the general population and any of the labor market pools. For example, the general population of Mississippi County is 26.6 percent Black. In checking the availability of data in academic positions and related occupations nation-wide, the percentage of Blacks in any academic field was substantially lower than our over-all ratio of 25 percent.

Efforts to Recruit Minority Representation

As a community college, our institution responds to the needs of the county which finances it. Our goal is to see that the college is a relection of the composite community it serves. For us to explain how we will monitor what procedures we use, how will we determine our effectiveness of compliance would magnify a problem that does not exist. Our percentage of Black faculty hired (25%) compares very favorable with the labor pools and is the ratio proportionate to the county general population that we purposely planned.

Our on-going procedure will be to maintain this proportionate ratio to the genera population of Mississippi County.

Profiled Administration

There are six (6) administrators currently employed at Mississippi County Community College. Four (4) of the administrators are white males, one (1) is a black male, and one (1) is a white female.

Profile of Classified Staff

There are sixteen (16) classified staff members employed. Eleven (11) of them are white females, three (3) are black females, and two (2) are white males.

Efforts to Recruit Minority Representation

There have not been special efforts made to recruit minority applicants for administrative positions since there have not been any vacancies. As classified positions become vacant, the Arkansas Employment Secruity Division is contacted for applicants for the vacant position. It is our understanding that they do not discriminate as to race, sex or national origin as they consider possible applicants to refer to us for consideration.

NORTH ARKANSAS COMMUNITY COLLEGE

I. INTRODUCTION

North Arkansas Community College began its first school year August 26, 1974, and serves primarily seven counties in Northwest Arkansas. They are as follows: Boone, Newton, Searcy, Marion, Baxter, Carroll, and Madison. With the exception of Continuing Education classes serving those areas, about 70 percent of the students reside in Boone County and other students commute as much as 50 miles a day to take on-campus courses.

The 1970 census reflects an absence of distinct minorities in these counties. The primary goal of North Arkansas Community College is to reach students within the seven-county area, many of whom are disadvantaged and would not have an opportunity to attend another post-secondary institution.

North Arkansas Community College's "open-door" admission policy reflects the institution's philosophy of providing educational opportunities for all citizens within the geographic area it serves. Virtually every person beyond high school age who is interested in furthering his education can gain admission.

II. STUDENTS

The student body at North Arkansas Community College can be described as a cross section of the community it serves--young and old, men and women, rich and poor, and students who are academically prepared as well as students who are poorly prepared.

Though the college does not have distinct minorities in its service area, it will continue to serve, to the best of its ability, all peoples seeking admission to the various programs offered at North Arkansas Community College.

III. FINANCIAL AIDS

North Arkansas Community College has the following Financial Aid Programs:

1. Grants
2. Scholarships
3. Part-time Job Placement
4. Loans
5. Veterans Benefits
6. Social Security Administration
7. Arkansas Vocational Rehabilitation
8. Act 188 Of 1973

Approximately 70 percent of our students receive financial aids of some kind. Indications are that the financial aid needs of our students will increase.

IV. EMPLOYMENT

North Arkansas Community College serves primarily seven counties in North Arkansas. As has been stated, there are no distinct minorities in this service area and there are no distinct minorities on our faculty.

V. PROGRAM

North Arkansas Community College will cooperate with other institutions, including orientation visits, to acquaint our students with other institutions, especially within the state. Also, we welcome visits to our campus by students from the public schools or other post-secondary institutions.

PHILLIPS COUNTY COMMUNITY COLLEGE

Phillips County Community College, established in 1966 under Act 560 of 1965, is located in the delta area of the Mississippi River. The college is administered by the state and governed by a local board of trustees. The president and dean of the college implement programs responsive to the needs of the community as required to meet the educational objectives of the institution. In order to implement its philosophy of making education available according to the needs and wishes of students, Phillips County Community College has made an institutional commitment to meet the following objectives:

1. To offer a college and university parallel program for students who wish to transfer to a four-year college or university. Such a program will usually, although not necessarily, also fulfill the requirements for an Associate of Arts degree from Phillips County Community College.
2. To offer programs in occupational education for students who desire employment at the end of the planned course of study and for individuals who are presently employed and seek advancement.
3. To offer courses in general education to prepare students, as citizens, for personal and community living.
4. To provide counseling for students and potential students, so that each one may find the program needed for his own vocational and recreational objectives.
5. To offer a program of community service courses according to the expressed interests and needs of the community.

6. To offer courses in adult education which will satisfy a broad range of educational needs and interests.

7. To make college course work available (through continuing education) in nearby communities.

8. To serve as a center for upper division and graduate level extension courses offered by four-year colleges and universities in Arkansas.

9. To be responsive to student and community needs through continuous re-evaluation of student and community characteristics in order to determine what to teach and how best to teach it.

Phillips County Community College is currently offering programs which accurately reflect the institution's commitment to realize these objectives. The college maintains an open door admissions policy that provides an educational opportunity for the total population, above high school age, through the following programs:

1. A college and university parallel program for students who wish to transfer to a four-year college or university.
2. A two-year technical and occupational career program for students interested in non-professional careers.
3. Adult education courses to serve a broad range of interests in the community.
4. Basic communication and computative skills courses tp prepare students for entry in more formal college programs.

These programs allow individuals to train for advanced occupations, to prepare for advancement in their present occupation or to participate in community interest programs.

Community Characteristics - Local and Regional

Helena, Arkansas is the county seat of Phillips County and with its sister West Helena, is located on the west bank of the Mississippi River about 60 miles south of Memphis, Tennessee and 120 miles east of the Arkansas state capitol at Little Rock. The twin cities of Helena-West Helena form the principal urban center of population for Phillips County. The following table is a recapitulation of census data for selected years:

Year	Helena	West Helena	Urban Area Total	Phillips County
1920	9,112	6,226	15,338	44,530
1930	8,316	4,489	12,805	40,683
1940	8,546	4,717	13,263	45,970
1950	11,236	6,107	17,343	46,254
1960	11,500	8,385	19,885	43,997
1970	10,603	11,005	21,608	40,046

Source: U.S. Census Bureau Publications.

Economy

The economy of Phillips County is supported by agricultural, commercial, and industrial enterprises. The Helena-West Helena trade area embraces Phillips, Arkansas, Lee, and Monroe Counties in Arkansas and Coahoma and Tunica Counties in Mississippi. The per capita income in Phillips County in 1970 was $1,683 compared to the state of Arkansas average of $2,786 and the national average of $3,888. Of the population, 52.8% over age 25, have less than an eighth grade education.

Many areas of the nation that have traditionally enjoyed agriculturally based economies are now involved in a shift of that structure to a more industrial base. This national trend is supported regionally by service area data. Recent findings of the Northeast Arkansas Economic Development District, which includes Phillips County, Arkansas, report the following:

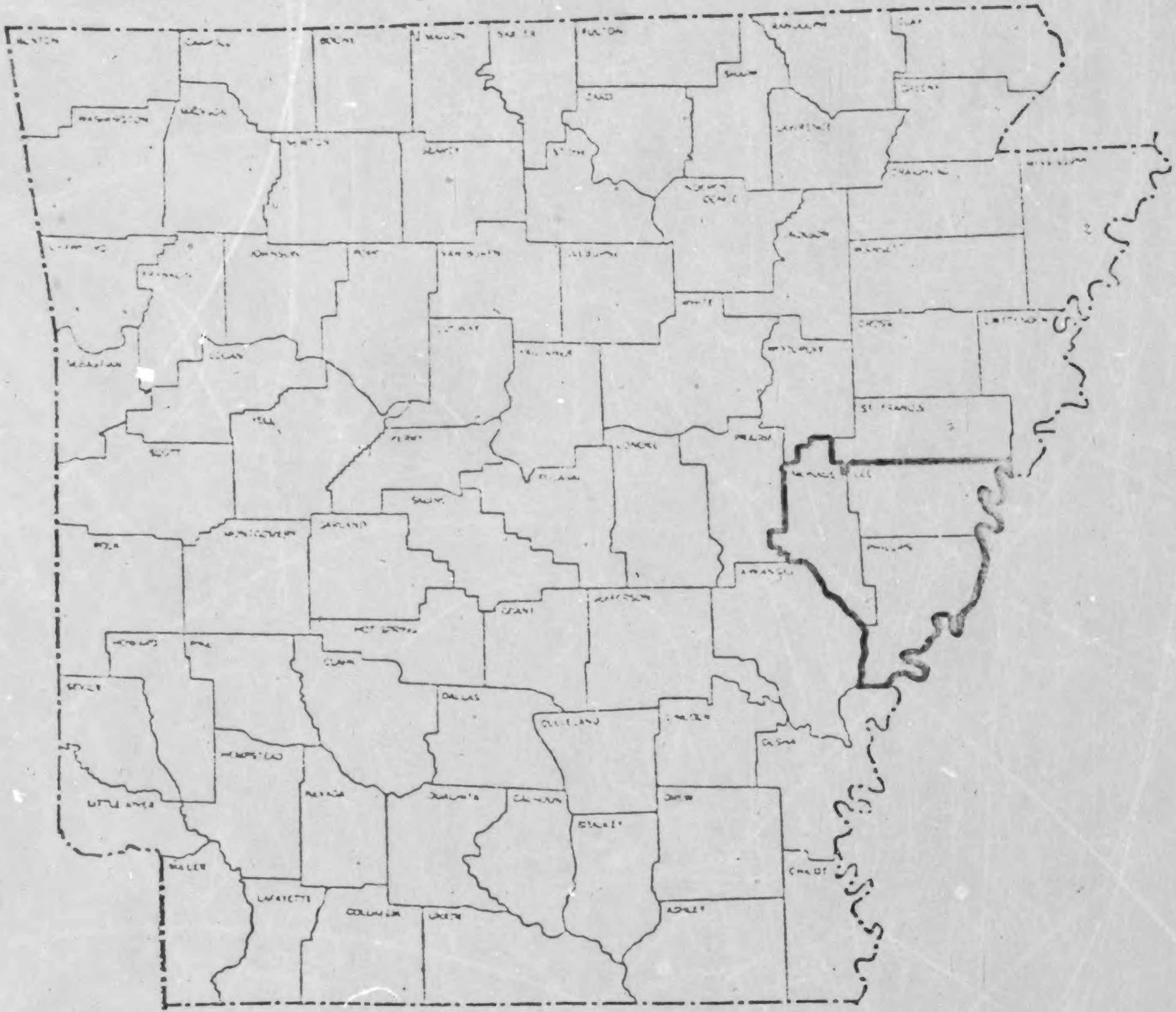
Regional Employment With Projections to 1980

Northeast Arkansas EDD	1960	1965	1970	1975	1980
Employment	112,030	114,520	118,300	124,950	132,070
Agriculture	33,150	23,520	19,220	16,850	15,570
Nonagriculture	78,880	91,000	99,080	108,100	116,500
Manufacturing	16,970	24,100	31,950	38,240	44,370
Durable goods	8,930	9,410	9,690	9,690	9,520
Nondurable goods	7,710	8,830	9,200	9,600	9,760
Nonmanufacturing	61,910	66,900	67,130	69,860	72,130

(Bureau of the Census Concepts)

Attachments 1, 2, 3, and 4 present state, regional, and institutional service area maps.

Attachment I


BENTON
CARROLL
BOONE
MARION
BAXTER
FULTON
RANDOLPH
CLAY
WASHINGTON
MADISON
SHARP
IZARD
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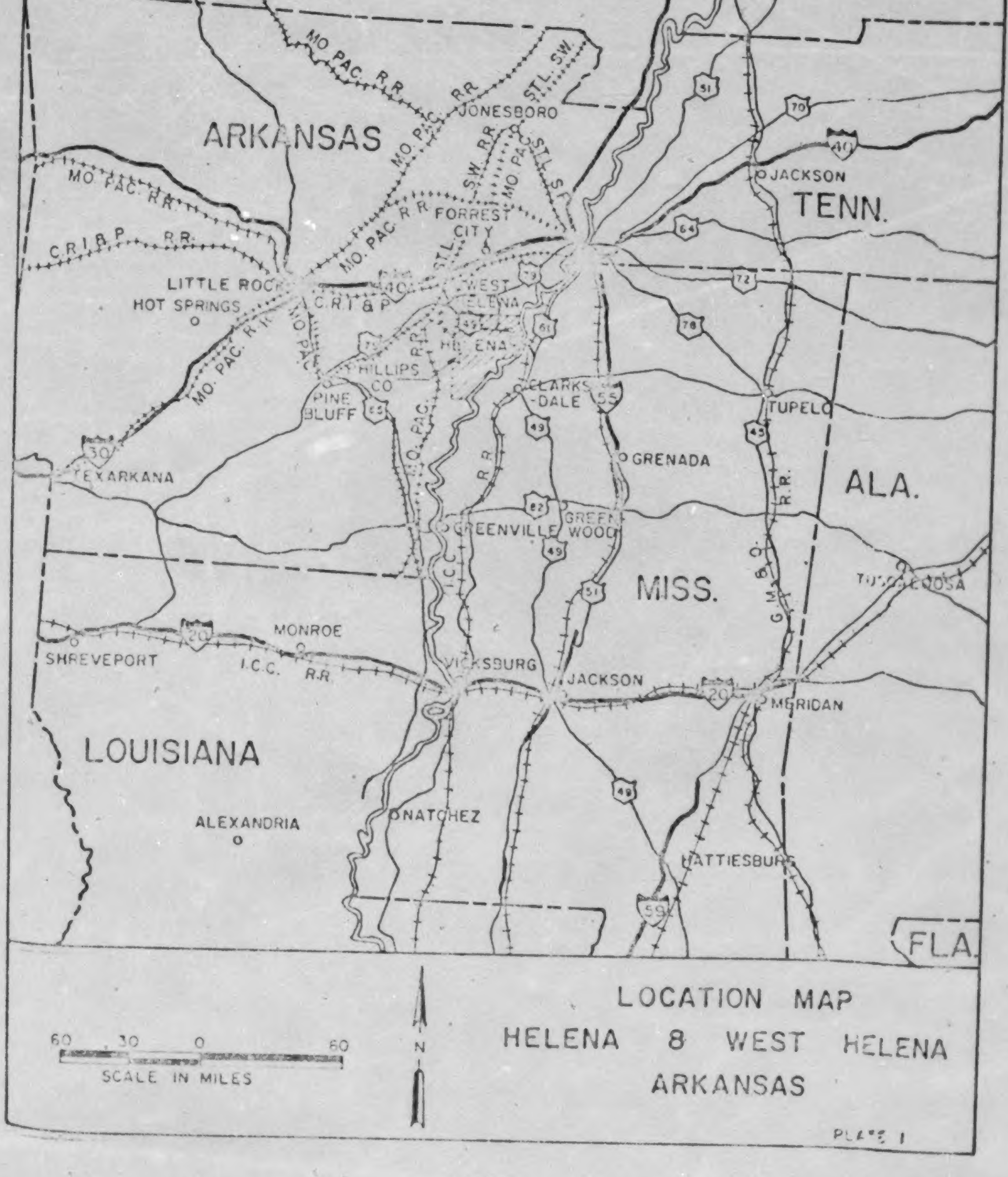
LAWRENCE
NEWTON
SEARCY
STONE
INDEPENDENCE
CRAIGHEAD
MISSISSIPPI
CRAWFORD
FRANKLIN
JOHNSON
POPE
VAN BUREN
CLEBURNE
JACKSON
POINSETT
WHITE
CROSS
CRITTENDEN
SEBASTIAN
LOGAN
CONWAY
FAULKNER
WOODRUFF
ST FRANCIS
YELL
PERRY
LONOKE
PRAIRIE
MONROE
LEE
SCOTT
PULASKI
SALINE
POLK
MONTGOMERY
GARLAND
PHILLIPS
ARKANSAS
GRANT
JEFFERSON
HOT SPRING
HOWARD
PIKE
CLARK
SEVIER
DALLAS
CLEVELAND
LINCOLN
DESHA
HEMPSTEAD
NEVADA
OUACHITA
CALHOUN
DREW
BRADLEY
LITTLE RIVER
MILLER
LAFAYETTE
COLUMBIA
UNION
ASHLEY
CHICOT

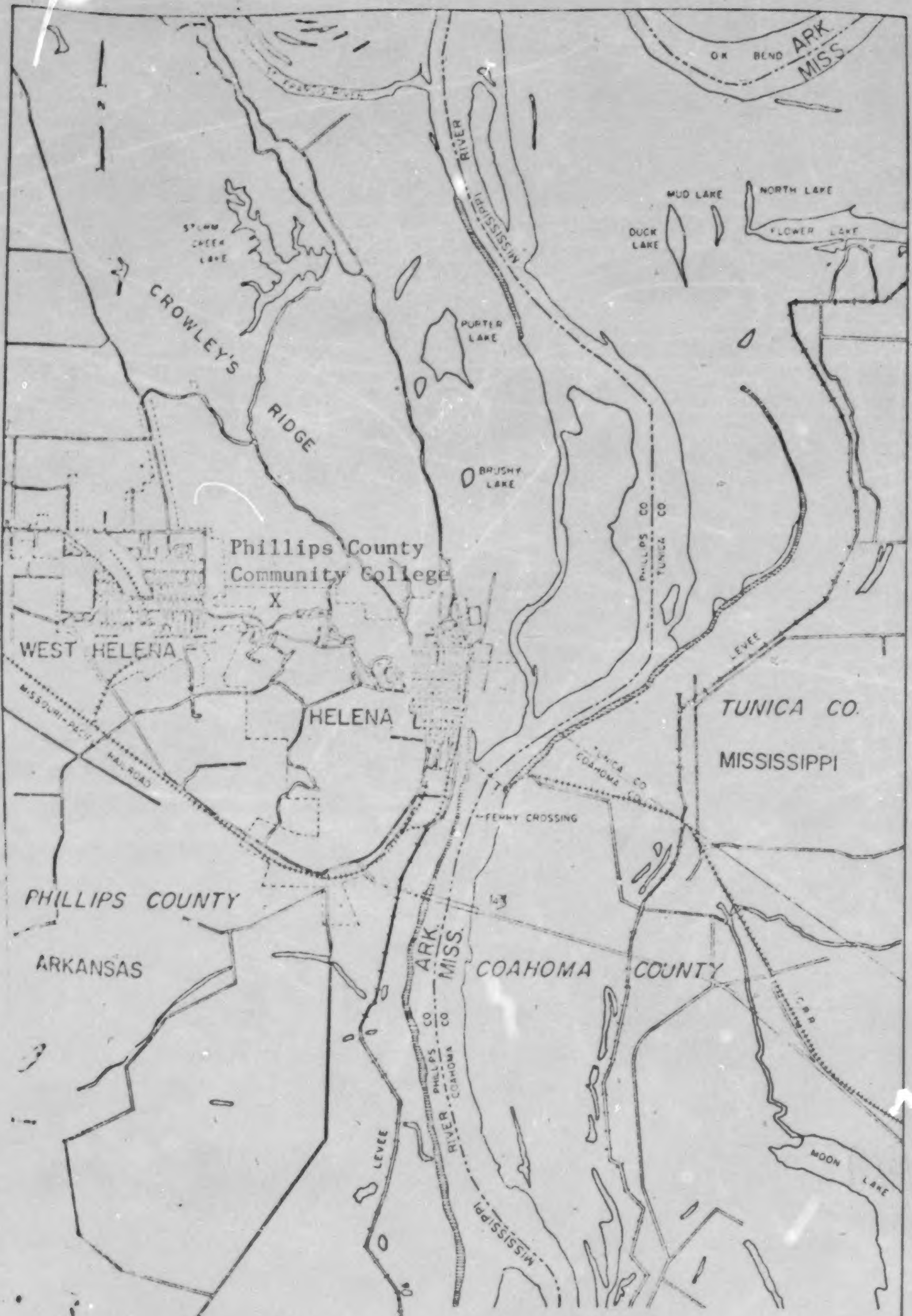
46

Attachment II


ILL.
57
IND.
MISSOURI
66
44
KY.
CAIRO
55
PADUCAH
MO. PAC. R.R.
ST. L. SW.
JONESBORO
51
70
ARKANSAS
MO. PAC. R.R.
40
JACKSON
MO. PAC. R.R.
ST. L. SW. R.R.
MO. PAC.
ST. L. S.F.
TENN.
C.R.I.& P. R.R.
MO. PAC. R.R.
FORREST CITY
64
LITTLE ROCK
40
WEST HELENA
79
72
HOT SPRINGS
C.R.I. & P.
49
61
HELENA
78
MO. PAC. R.R.
MO. PAC.
79
PHILLIPS CO.
CLARKSDALE
55
TUPELO
PINE BLUFF
65
49
45
30
GRENADA
TEXARKANA
MO. PAC.
R.R.
ALA.
82
GREENWOOD
GREENVILLE
49
R.R.
G.M. & O.
I.C.
MISS.
51
TUSCALOOSA
MONROE
20
SHREVEPORT
I.C.C. R.R.
VICKSBURG
JACKSON
20
MERIDAN
LOUISIANA
49
NATCHEZ
ALEXANDRIA
HATTIESBURG
59
FLA.
60 30 0 60
SCALE IN MILES
N
PLATE 1

LOCATION MAP
HELENA & WEST HELENA
ARKANSAS

Attachment III


OX BEND
ARK
MISS
MISSISSIPPI RIVER
MUD LAKE
NORTH LAKE
DUCK LAKE
FLOWER LAKE
STORM CREEK LAKE
CROWLEY'S RIDGE
PORTER LAKE
BRUSHY LAKE
PHILLIPS CO
TUNICA CO
Phillips County
Community College
X
WEST HELENA
HELENA
MISSOURI-PACIFIC RAILROAD
LEVEE
TUNICA CO
MISSISSIPPI
TUNICA CO
COAHOMA CO
FERRY CROSSING
PHILLIPS COUNTY
ARKANSAS
ARK.
MISS.
COAHOMA COUNTY
PHILLIPS CO
COAHOMA CO
RIVER
MISSISSIPPI
LEVEE
MOON LAKE
SCALE IN MILES
1
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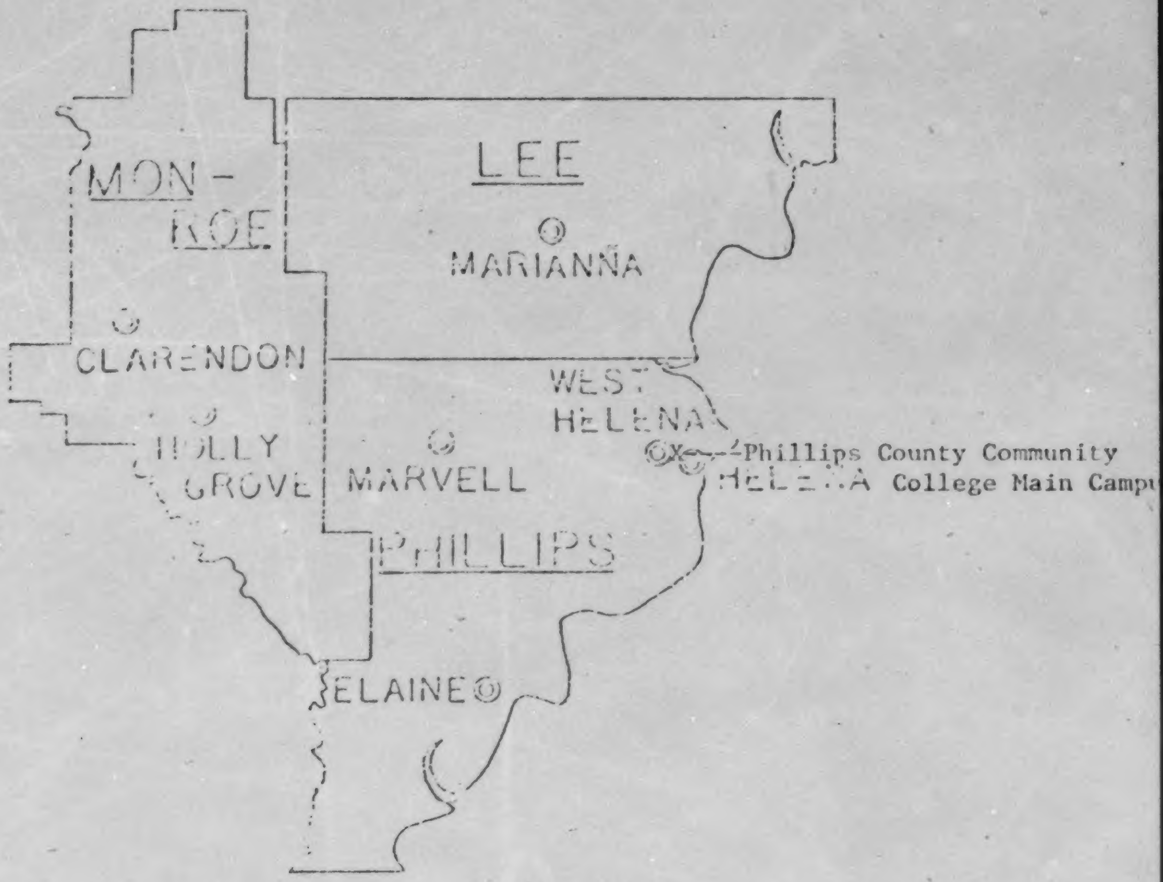
1
2
PLATE 2

VICINITY MAP
HELENA AND WEST HELENA, ARKANSAS

Attachment IV

PHILLIPS COUNTY COMMUNITY COLLEGE

TRI-COUNTY SERVICE AREA


MON-
ROE
LEE
MARIANNA
CLARENDON
HOLLY
GROVE
MARVELL
WEST
HELENA
HELENA
Phillips County Community
College Main Campu
PHILLIPS
ELAINE

*Each community shown is a Phillips County Community College Educational Outreach Center.

PHILLIPS COUNTY COMMUNITY COLLEGE

STUDENTS

Admissions

Phillips County Community College has an open door admissions policy. No new policies re: to admissions are planned at this time. Phillips County Community College's open door policy allows any person over the age of eighteen to enter regardless of past educational experience.

Student Profile

FALL, 1975

The following table presents the Phillips County Community College enrollments by race, county, sex, in-state, and out-of-state.

As may be noted from the table; over 90% of Phillips County Community College's Fall 1975 enrollment is from Phillips County, Arkansas. This data is consistent with the usual fall enrollment pattern, by county.

	Black		White		Total
	Male	Female	Male	Female	
Arkansas	2	2	4	3	11
Ashley					
Baxter					
Benton					
Boone					
Bradley					
Calhoun					
Carroll					
Chicot		1	1		2
Clark					
Clay					
Cleburne					
Cleveland			1		1
Columbia					
Conway					
Craighead				1	1
Crawford					
Crittenden		1			1
Cross	1	1	2	2	6
Dallas					
Desha					
Drew					
Faulkner					
Franklin					
Fulton					
Garland					
Grant					
Greene					
Hempstead					
Hot Springs					
Howard					
Independence					
Izard					
Jackson					
Jefferson					
Johnson					
Lafayette					
Lawrence					
Lee	20	23	44	32	119
Lincoln					

	Black		White		Total
	Male	Female	Male	Female	
Little River					
Logan					
Lonoke					
Madison					
Marion					
Miller					
Mississippi					
Monroe	11	13	24	18	66
Montgomery					
Nevada					
Newton					
Ouachita					
Perry					
Phillips	332	395	749	548	2024
Pike					
Poinsett					
Polk					
Pope					
Prairie					
Pulaski	1				1
Randolph					
Saline					
Scott					
Searcy					
Sebastian					
Sevier					
Sharp					
St. Francis	2	2	4	2	10
Stone					
Union					
Van Buren					
Washington					
White					
Woodruff			1		1
Yell					
Out-of-State	11	13	24	17	65

The following table further analyzes Phillips County Community College Fall 1975 enrollments by program area.

PROGRAM	BLACK	WHITE	TOTAL
Air Conditioning	22	37	59
Art	10	9	19
Business Management & Adm.	40	79	119
Data Processing	45	37	82
Chemistry	2	22	24
Engineering Graphics	22	34	56
English	15	32	47
Automotive Technology	22	30	52
Engineering, general	-0-	3	3
Law	14	14	28
Educational, general	162	462	624
Biology	-0-	1	1
Mathematics	-0-	3	3
Music	2	4	6
Physics, general	-0-	3	3
Welding Technology	36	67	103
Mechanical Technology	16	49	65
Farm Equipment	14	26	40
Medical Laboratory Technology	14	23	37
Health (nursing)	54	72	126
Physical Education	17	7	24
Secretarial Science	34	38	72
Personal Services	12	21	33

This data indicates that the popular programs for Black students, in order of preference, are General Education, Health (nursing), Data Processing, and Business Management and Administration. A similar order of program preference may be noted for white students. In order of preference they preferred General Education, Business Management and Administration, Health (nursing), and Welding Technology. Again these enrollment patterns are consistent with those noted in the past.

Enrollment Data

Fall enrollment data, for full time students, reflects the expanding role of the college as it seeks to meet the educational needs of the black population. Fall 1974 data reported 211 full time black students while Fall 1975 data indicated 405 full time black students. This data reflects an increase in full time black students of 91.9%. Data on first time students by race is not currently available. Philips County Community College has increased from a Fall 1974 total enrollment approximately 35% black to a Fall 1975 total enrollment which is 46% black. Institutional estimates project the following growth in black enrollments as a percent of total Fall enrollments.

1976-77 -----------	48%
1977-78 -----------	50%
1978-79 -----------	52%
1979-80 -----------	54%

The 1974 retention rate of black students was 111.7%. While exact data is not yet available, preliminary estimates indicate that the retention rate for black students will not vary significantly in 1975. The 1974 retention rate for white students was 167.5%. Again little significant change in retention rate is anticipated for 1975.

Student retention data indicates that remedial programs on the Phillips County Community College campus have been adequate to meet the educational needs of black and white students. This is supported by the retention rates reported for black and white students. While retention is somewhat better for whites, according to this data, the computation technique is biased toward a higher retention rate for white students. The number of whites enrolling at Phillips College somewhat exceeds that of black students for both the fall and spring registrations. The computation technique utilized is sensitive to new enrollments in the spring semester and since new white enrollments exceed new black enrollments, the data is skewed in favor of a higher retention rate for white students. However, Phillips County Community College will remain sensitive to the educational needs of all students and will expand existing remedial programs and implement additional ones as student needs require and funding levels allow.

Average age of Phillips County Community College students is reflected in the following table.

PCCC MEAN AGE BY SEX

FALL DATA

	1974	1975
Male	23.3	23.6
Female	25.1	25.4
Total	24.3	24.5

Recruitment

Phillips County Community College has noted its substantial increases in black enrollments as evidence of its success in recruiting students from the black population. The high average age of students at Phillips County Community College reflects the traditional enrollment experiences of community colleges i.e. they tend to actively serve the educational needs of the non-traditional student.,

The college is continuing its active recruiting efforts. High school seniors from all secondary schools in Phillips County will continue to be invited to visit the Phillips County Community College campus on a day set aside for this purpose during the month of March. The schools: Barton, DeSoto, Elaine, Helena-West Helena Central, Lakeview, Marvell, and Marvell Academy.

The entire faculty and administrative staff will be involved, as well as members of the campus student body association. In addition, other institutions of higher learning will be invited to attend, along with individuals representing a variety of occupations and professions.

The student prospects will be informed and entertained. Approximately $2500 from college funds will be budgeted for this annual event.

Students will be required to register at the aforementioned activity in an effort to record names, addresses, telephone numbers, and other pertinent information necessary for a successful recruiting base. From the information obtained students will be contacted by mail, phone, and in person. Registration cards secured during the spring semester high school senior day activity will be thoroughly checked against fall semester enrollments to determine the degree of success of this event.

Black recruiters are employed and utilized effectively.

All students, regardless of race, are advised of the financial aid opportunities at Phillips County Community College. Each high school senior is sent BEOG application forms even though they are available through parent high schools. Senior high schools in East Central Arkansas are visited regularly throughout the year. Approximately 600 names and addresses of high school seniors were acquired and all received the following via two separate mailings: 1) college catalog and 2) career book. Many of these students were also contacted by telephone.

Special Skills Programs

The non-traditional student requires an abundance of retention programs, special skills/remedial programs, if he is to enjoy the maximum opportunity for success in an educational setting. Phillips County Community College prides itself on serving the total educational needs of the community and in view of this philosophy Phillips College has developed the following remedial programs:

1. Adult Education
2. Learning Skills
3. Pre-nursing curriculum

The Adult Education and Learning Skills programs are administered by the Learning Skills (Developmental Skills) Department of the college. Two instructional centers are operated: one on the PCCC main campus, the other at Elaine, Arkansas, an isolated, rural, pre-dominantly black community approximately 20 miles south of the main campus at Helena-West Helena. Students may attend either center. The following narrative represents the philosophy and objectives of these two programs.

Philosophy and Objectives PCCC
Main Campus Center

1) To teach the student admitted or to be admitted the necessary pre-college or college level skills necessary to perform at or above the average level expected, in his chosen college course or program major.

2) To teach the adult over age sixteen in the community, who for various purposes or circumstances could not or did not complete twelve years of formal high school studies, the achievable skills necessary to meet his community, college and educational or status goal.

To meet the Learning Skills educational concept at Phillips College and within the adult community at large, the Learning Skills Labs are organized into independent learning modules of individualized curriculum with student option scheduling. The levels of instruction are from zero literacy to sixth grade level; from seventh to tenth grade; and from tenth to sixteenth grade. The primary base of the Learning Skills Labs are reading, and all other programs are supplementary.

Through funds received from federal, college and state level special program sources, the Learning Labs for skill training under the above philosophy have met the continued expansion of student registration. The Learning Skills Laboratory has increased its original objectives to include pre-skill teaching in the following areas:

1) An Adult Basic Education Laboratory to teach literacy to adults in the community who have little if any formal education or training.
2) A general Educational Development Laboratory to teach adults in the community to take and pass the High School Equivalency Examination for a High School Diploma.
3) A Language Skills Laboratory to teach pre-English, grammar and writing skills to below average college enrollees for preparation to achieve at an average pace in the college classroom.
4) A General Learning Laboratory to teach a broad spectrum of study skills, science skills and other optional student skill needs as required to maintain a satisfactory level of performance in the college classroom.

5) A Mathematics Skills Laboratory to teach pre-math skills to below average students admitted to regular college level programs.

6) A Reading Skills Laboratory to teach reading development and reading maintenance to below average readers admitted to the General Educational Development Laboratory and college level programs.

The Elaine Adult Education Center is organized to offer individualized instruction through multi-media materials with individual student schedule options that meet the following philosophy.

> To teach the adult over age sixteen in the cummunity, who for various purposes or circumstances could not or did not complete twelve years of formal high school studies, the achievable skills necessary to meet his community educational or status goals.

To meet this philosophy at the Elaine Center the college established the following program objectives:

1) To extend the educational opportunity offered to adults by the college, to a wider segment of the district.

2) To offer skill development training and educational programs of the college in its quest for community service.

3) To raise the functional reading level of the adult members of the local population.

To meet the philosophy objectives at Elaine the following Learning Skills Laboratories have been developed during and since the opening of the center in the Fall of 1972.

1) An Adult Basic Education Laboratory to teach literacy to adults in the Elaine community who have little if any formal education or training.

2) A General Educational Development Laboratory to teach adults in the community to take and pass the High School Equivalency Examination for a High School Diploma.

3) A General Office Practice Laboratory to train community adults to skillfully operate a ten key adding machine, a data keypunch machine, a standard cash register and an electric typewriter.

4) A Reading Skills Laboratory to teach reading development to below average readers admitted to the General Educational Development Laboratory and to the General Office Practice Laboratory.

The structure of the curriculum within the Learning Skills Laboratory has proven to be a helpful program to cover the multiple educational needs of college students and adults in the community.

PCCC Pre-Nursing Curriculum

PCCC has obtained federal funding for the purpose of providing a remedial (pre-nursing) nursing curriculum in addition to the associate degree granting RN program of the college. This new curricula provides one year of remedial nursing instruction for those students who would be afforded additional opportunities for academic success in the associate degree RN program, as a direct result of having benefited from this remedial program.

Number of Faculty Involved, By Race:

Adult Education ------- Total faculty 4, Black 2
Learning Skills ------- Total faculty 3, Black 1
Pre-nursing ----------- Total faculty 4, Black 1

Number of Students Participating, By Race:

1974-75 data -- Total Enrollment 670; Black 362

Enrollment data for 1975-76 has not been collected and analyzed at this time. However, emperically based information indicates that significantly more students, black and white, are utilizing the skill development programs in 1975-76.

Financial Resources Committed

Learning Skills and Adult Education 1974-75 expenditures	$98,664.11
Pre-nursing Curriculum 1974-75 federal funding	69,185.00
Right to Read (part of learning skills program) 1974-75 federal funding	50,000.00

Financial data for 1975-76 is not yet complete, but a preliminary review of financial data indicates that there will be no significant change in financial resources committed to these programs.

Summary of the Results of the Program

Learning Skills and Adult Education

The Learning Skills, Adult Education instructional programs of PCCC have enjoyed tremendous growth since their implementation as college programs in 1969. In 1969 the programs occupied two class-rooms on the PCCC main campus, providing a total of 880 square feet of floor space. Enrollment in 1969, for fall and spring semesters combined, was 121 students. In the 1974-75 academic year, these programs occupied over 2,800 square feet of floor space on the PCCC main campus and additional floor space of over 1,500 square feet was being utilized for the Elaine, Arkansas segment of the present program. Flexibility in scheduling allowed these programs to serve over 598 students during 1974-75, generating a total of 36,902 contact hours of instruction. Instructional cost data on these programs indicates that this instruction was provided for just over $3.00 per contact hour of instruction. Students may enter Learning Skills and Adult Education programs at any time during the academic year. Individualized instruction and liberal scheduling of evening instructional offerings facilitates the flexibility of these programs. This same flexibility and individualization makes it difficult to follow a student's progress through the programs since the program may be somewhat different for each student, depending on the student's individual needs. However, in 1974-75, 114 students were directly enrolled in the Adult Basic Education program. Thirty of these (26.3%) were ready to progress to the General Education Development (High School Equivalency) portion of the program. 1974-75 data indicated that 282 students were directly enrolled in the G.E.D. program. One hundred twenty-six of these students were ready to test (State administered High School Equivalency Examination, G.E.D. test). Seventy-nine of these students (62.7%) passed their examination and received the certificate of high school graduation equivalency from the Arkansas Department of Education. These students were encouraged to continue their instructional programs at PCCC and were encouraged where appropriate to utilize the Learning Skills portion of the program to support their regular academic programs of study.

Extensive follow-up studies, data collection and analysis etc. are now in the planning-preparation stage of development. The evaluations planned over the next several academic years will provide an in-depth analysis of the Learning Skills, Adult Education programs.

Pre-Nursing

In the 1974-75 academic year, a new program of Pre-Nursing Skills instruction was begun to help the deficient nursing student who wished to upgrade pre-skills required to improve their academic opportunities for success in nursing school.

The program has four professional staff. One nursing instructor who teaches Nursing Lab, one full-time instructor in Pre-Science Skills, one full-time instructor in Language Reading and Writing Skills, and a full-time counselor.

Pre-Nursing Laboratory
Attendance Report

Laboratory	Total Students	Contact Hours
Pre-Nursing	101	4,759.0

Since this program is a federally funded project in curriculum development and research, extensive data regarding student progress is being maintained. However, the status of the program as a first year program prohibits reporting of meaningful data at this time.

Again, since data collection and analysis is conducted for a full year reporting period, 1975-76 data is not yet available.

FINANCIAL AID

Basic Educational Opportunity Grant

Black/Afro-American	White/Caucasian-American	Other
271 (75.9%)	85 (23.8%)	1 (.3%)

College Work-Study Program

Black/Afro-American	White/Caucasian-American	Other
63 (87.5%)	9 (12.5%)	

Scholarships

Black/Afro-American	White/Caucasian-American	Other
9 (21.4%)	33 (78.6%)	

As of November 14, 1975 these are the figures of students receiving financial assistance at Phillips County Community College, Helena, Arkansas.

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* Percents may not add to 100% due to rounding.

No changes are anticipated in the present financial aid structure at this institution. The college participates in the work-study program and the Basic Educational Opportunity Grant Program. The large majority of recipients in these programs are black, and will continue to be because of the economic situation in Phillips County.

EMPLOYMENT

Phillips County Community College does not utilize academic ranks for instructional personnel. Faculty-staff profile data, by race is presented as follows:

	Black	White	Total
Executive/Administrative/Managerial	-0-	9	9
Instructors	4	44	48
Professional (other than Executive/ Administrative/Managerial or Faculty)	3	7	10
Secretarial/Clerical	1	12	13
Technical/Paraprofessional	-0-	5	5
Service/Maintenance	14	2	16
Total	22	79	101

Qualified black applicants for academic level positions are currently in high demand, not only in Arkansas but across the nation. However, the State of Arkansas does not offer a competitive salary scale for academic level positions. Arkansas higher education is not competitive on a salary basis for academic level positions regardless of race, religion, creed, or national origin.

Arkansas must ask out-of-state black applicants to consider or accept positions at less salary than they could easily obtain in some other area of the nation.

A discouraging perspective is the impact which the recent alarming rate of unemployment, in higher education, promises to have on further increasing and accelerating the competition among institutions for seeking qualified black applicants for the shrinking number of academic level job openings. The consistent need of higher education all over the nation to comply with affirmative action requirements is certain to further increase the competition for qualified black applicants.

The Arkansas State Board of Higher Education and each of the colleges and universities in the state are increasing their efforts to work within the Arkansas Legislature to remove academic salary inequities, at least on a regional basis. Public relations efforts via the encouragement of personal visitations and the advertisement of academic positions on a national basis, have greatly enhanced constructive interest in Arkansas higher education and this geographic area of the U.S. However, these efforts are further being accelerated. Phillips County Community College now advertises academic level positions through the American Association of Junior Colleges (AAJC), National Education Association, American Vocational Association, and various regional teacher placement bureaus located in such areas as Memphis, Tennessee, and Denver, Colorado. Additional advertisements of academic level positions have been placed with local and statewide newspapers as well as professional journals such as the Chronicle of Higher Education. The employee recruiting efforts of all Arkansas institutions of higher education have had the cumulative effect of improving the national environment, for black applicant recruitment, for each of the Arkansas institutions. These efforts are showing results via the increased receipt of applications for all academic level positions and especially via the increased participation of qualified black applicants for all academic positions.

Phillips County Community College will further accelerate and intensify recruitment of qualified black applicants, for academic level positions, as the college is made aware of additional avenues it may utilize to insure reaching the labor pool of qualified black applicants. Phillips County Community College has consistently sought and accepted responsible guidance directed toward improving the fair and impartial advertisement of academic level positions.

All personnel activities are reviewed by the Dean of the College to insure the fair recruitment selection and placement of all qualified applicants for academic positions, with specific emphasis placed on the fair treatment of black applicants.

Recently the Arkansas Department of Higher Education implemented an applicant clearinghouse program to assist the colleges and universities in locating qualified black applicants for academic and classified positions. Phillips County Community College fully supports this effort and is actively utilizing these services in its search for minority job applicants.

Since Phillips County Community College does not utilize a "ladder concept" of employment, there is no promotion from within the institution. However, all college employees may apply for any open position for which they meet the entry level qualifications. The college has very few openings each year at any level of employment therefore efforts made to improve the minority representation among employees within job classifications have moved forward at a slow pace. However, approximately one-half of all job openings in the past calendar year have been filled with minority applicants.

PROGRAM COOPERATION

Careers Day - March 5, 1976. Blanket invitations were extended students from East Central Arkansas secondary schools to participate in this day's activities and meet with recruiting personnel representing these institutions: Arkansas State University; Crowley's Ridge Vocational-Technical School; Delta State College; Henderson State College; Hendrix College, Memphis State University; National River Academy; Ouachita Baptist University; Philander Smith College; Southwestern at Memphis; Southwestern Bell Telephone Company; State College of Arkansas; United States Air Force; United States Army; United States Navy; University of Arkansas at Little Rock; University of Arkansas at Pine Bluff; University of Mississippi; Mississippi University for Women. This careers day activity is an annual event at Phillips County Community College. The activity is highly publicized and has been very successful in making students aware of opportunities to continue their education beyond the program offerings of PCCC. Student participation in careers day increases each year. PCCC students are released from scheduled classes to talk with representatives from other colleges.

SOUTHERN STATE COLLEGE
EL DORADO BRANCH
495 WEST FAULKNER
EL DORADO, ARKANSAS 71730

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April 2, 1976

Mr. Charles Hodge
Coordinator for Human Resources
Department of Higher Education
401 National Old Line Building
Little Rock, AR 72201

Dear Mr. Hodge:

As you know, Southern State College - El Dorado Branch was established on July 1, 1975. We are engaged in a very limited program this year with only two administrators and two full-time faculty members. We do have several part-time instructors.

I received your request sometime ago concerning the guidelines for affirmative action but due to the limited staff and scope of operation I was unable to complete the entire packet. We are committed to affirmative action and will have adequate staff next year to fulfill the intent and letter of the affirmative action guidelines. I respectfully request that we be allowed some additional time before completing the entire procedure.

Respectfully,

Ben Whitfield
Chancellor

BW:mjt

THE COMMUNITY COLLEGE FOR SOUTHERN ARKANSAS

SOUTHWEST TECHNICAL INSTITUTE
BRANCH OF SOUTHERN STATE COLLEGE

Southwest Technical Institute, Branch of Southern State College, has the following admission policy: We will accept anyone that has graduated from high school or has the General Education Development (G.E.D.) certificate. We are committed to all policies and practices which will assure that there will be no discrimination against any person on the grounds of race, color, age, religion, sex or national origin. There are no anticipated changes in our admission policies.

The student body of Southwest Tech is composed of about 77% white and 23 % black. However, our first year student body will be about 70% white and 30% black. The trend seems to be moving in that direction. We seem to be appealing to more blacks because of job opportunities in the technical fields.

Almost half of our students are from a fifty mile radius of our school, but we do have fifty-three of the seventy-five counties of Arkansas represented at Southwest Technical Institute.

The average age of our students is 21.8 years of age. Another characteristic of our student body is that 85% to 90% know what they want to do after they graduate from S.T.I.

We at S.T.I. are pleased with our recruiting, in that our enrollment of blacks has slowly moved upwards. We have used different methods in our efforts to recruit blacks, such as using black instructors, black students, and black alumni. The results of this are very difficult to measure, but we do plan to continue this and even expand on this area.

We do have some remedial programs designed to help students stay in school. We have a remedial reading program for those students who read poorly and have problems understanding what they have read. All students are given tests to see what level they read on and if they fall below a certain level, they are required to take the reading program. We know that this has helped some students remain in school. We also have remedial math classes after school hours for those students who have problems in keeping up in our math classes. These classes do not cost the student anything except time. We also feel that this has helped some students to stay in school.

We have about the same attrition rate for the minority and non-minority students.

Southwest Technical Institute has not in the past had any problems in the financial aid area. All students who have applied for financial aid and were found to have a real need, have been able to get aid. Southwest Tech has the following sources of financial aid: College Work Study, Student Guaranteed Loans, Arkansas Rural Endowment Loans, B.E.O.G.

Out of the 297 students who enrolled this year, about 150 of these students received some type of financial aid. This is a little over 50% of our students. Approximately 70% of our black students receive some form of financial aid.

We have not been seeking new sources of financial aid, there has been sufficient aid in the past. We feel that all of our students' financial aid needs will be met.

EMPLOYMENT

Any vacancy which occurs on our faculty, administrative, or classified staff is filled by notifying the following agencies: Placement Director at each Arkansas College (25); Personnel Department at Arkansas Training Facilities (11); Personnel Director at Minority Group Organizations (5); and Classified Section of our State newspapers (2).

Southwest Technical Institute has been fortunate in receiving several applications for available positions, and scheduling interviews for persons interested.

Our faculty personnel consists of 33 white and 3 black; administrative personnel consists of 6 white and 1 black; and our classified staff consists of 11 white and 13 black.

Any individual has the opportunity to be considered for any position which may become available regardless of race, color, age, religion, sex, or national origin if their qualifications meet the requirements for a particular position.

WESTARK COMMUNITY COLLEGE

Westark Community College is definitely different from other institutions from around the state, a contrast which begins by taking a look at the college's history.

Westark has developed through three distinct phases. It was first established as Fort Smith Junior College in 1928, an upward extension of the public school system. Staffed by only 10 instructors and headed by the superintendent of schools, the college offered college-parallel courses only.

In 1950, the college was separated from the public schools following a taxpayer's suit in which the courts held that the use of public school district ad valorem revenue for higher education was unconstitutional. The college incorporated as a private, non-profit, educational institution with its own Board of Trustees.

The second phase began operation in September 1952, when the college moved from the high school to a 44-acre campus, located in a residential section of the city. This property, which had been used as a county farm, was obtained by the Board on a 99-year lease.

During this phase the enrollment began to grow, course offerings and faculty increased and new buildings were added to the two brick hospital buildings which had been there in the beginning. Local industrialists became interested, and, at their urging and with their economic aid and professional guidance, a vocational-technical division was established.

The college was following the voice of its community's needs, and in doing so, became an example for the establishment of a state-wide system of community colleges ---and the third phase for the institution. In November 1965, a special election was held in Sebastian County, an election which approved the creation of the Sebastian County Community Junior College District, along with a tax levy on the real and personal property of the county. This brought about needed improvements to the college which were not possible during the second phase. The college soon became Westark Junior College.

Progress, growth and physical improvements mark the period between then and the present. The Board of

Trustees in February 1972, passed a resolution to change the name of the college to Westark Community College, in order to more adequately reflect the mission of the institution.

As a community college, Westark has an open door admission policy. This admission policy reflects the institution's philosophy of providing educational opportunities for all citizens within the geographic area which it serves. Virtually every person beyond high school age who is interested in furthering his education can gain admission.

The educational mission of Westark Community College is to serve the needs of each individual within the community, whatever those needs may be.

In part, Westark offers university parallel courses, occupational programs, credit-free courses and programs for self-enrichment or job improvement, developmental programs to insure a student that he can attain success, and the guidance and counseling services necessary to insure that each individual, whether he's taking one course or several, will be better prepared for life when he completes his goal on the campus.

STUDENTS

Describe in narrative the institution's admissions policies, including impact of such policies on minority students, any anticipated changes in present policies.

> Westark's "open-door" admission policies reflect the institution's philosophy of providing educational opportunities for all citizens within the geographic area served. Thus, every person beyond high school age can be assured that post secondary opportunities are available. With this type of admission policy, there would be no impact upon students of a minority or a majority population. Should the college abandon its current admissions policy, it would be departing from the mission of the Community College. For this reason, there is no anticipated change in the admission policies.

Provide a narrative profile of the student body, including racial composition of students entering the college for the first time the fall 1975 semester. Include trends in student enrollment, geographic origins of first year students, average age of students, and other factors which will characterize the student body.

Of the 3245 total enrollment for the fall semester of 1975, 1142 were first time enrollees. The average age was 26 years. More than ninety per cent of these first time enrollees reside within the geographic area served by the college. Included in the total enrollment figure are minority students numbering 244 of which 201 are pursuing first year course work. The following is a breakdown by minority classification:

MINORITIES

Race	Total	First Year
Black	169	138
Indian	28	21
Oriental	38	35
Spanish	9	7
Grand Total	244	201

Discuss efforts to recruit minority students, including high school visitations, Self-help Program, cooperative recruitment teams, among other factors.

Westark extends its active recruiting efforts to high schools within a fifty mile radius of Fort Smith. Each school is visited during the fall semester of the academic year. At this time, catalogs, brochures, and other informative materials are distributed. Also, at this time, a spring semester visit is scheduled for the benefit of the graduating seniors. Additional recruiting efforts are made in the business and industrial sectors of the community. Booths are set up periodically in the high traffic areas of the business community, and through the Cooperative Education program, employees are made aware of the educational opportunities available on the Westark campus. Students from minorities have been employed by the college to assist in these efforts.

Discuss retention programs, including special skills programs, and efforts to encourage minority student participation in campus activities. Provide all available information on retention rates of minority and non-minority students.

(Retention and Special Skills Programs are discussed under Developmental Education.)

Participation in campus activities by minority students continues to increase. One of the principal contributing factors is the structure of the Student Activities Council. Representatives from all areas of the campus meet regularly in planning sessions to coordinate and to implement the varied activities. The Student Bulletin then lists the "Student Activities Calendar" for the week. The listing includes upcoming activities, the dates for registration, beginning and ending dates, and the type of activity: team, individual, or group.

Retention rate for community college students can be most accurately interpreted when one understands: (1) the mission of the community college, and (2) the needs of the community college student, plus (3) the programs designed to accomplish the mission by meeting the student needs. For example, of the 1249 non-returning students between the spring of 1975 and the fall of 1975, sixty-eight were enrolled in a single course designed specifically to satisfy a recognized need. This total represents more than 5% of the non-returning students. It is anticipated, however, that in the future several of these same students will return for one or more semesters of college work relative to advanced technology in their field, or for advanced skills or competencies necessary for promotions. Evidence of this, perhaps, is reflected in the spring 1976 enrollment figures. Official figures show a headcount of 3086. Included in this total are: Continuing students - 1381, New students 1142, Returning and Transfer students - 563.

Because of these kinds of circumstances, retention rate within community college enrollments can be somewhat misleading.

The following reflects the enrollment - retention headcount by race from spring 1975 to fall 1975.

ENROLLMENT - RETENTION HEADCOUNT

Race	Sp.-75	Retained	Fa.-75
White	2473	1296	3001
Black	126	69	169
Indian	20	9	28
Oriental	5	3	38
Spanish	6	4	9
Total	2630	1381	3245

DEVELOPMENTAL EDUCATION

The basic objective of Developmental Education at Westark Community College is stated simply as making the open-door philosophy of the college a workable one for educationally disadvantaged students. The procedures for the Developmental Education program at Westark were developed in the fall 1975. These were procedures and programs designed to identify and assist students whose skills are below average for the college program they select.

I. Identification of students with skill deficits

After admissions procedures are completed, Student Services screens for high risk students by means of interviewing and studying any records available, and makes an appointment for them with the Director of Developmental Education for counseling and recommendations.

Reading ability, writing skills and mathematical skills are assessed by the Evaluation Center. During the spring semester the Evaluation Center was not fully operational and did not do the kind of comprehensive testing and evaluating it will do in the future.

II. Developmental Courses

The Developmental courses are provided for both our day and evening students. Basic Reading, scheduled for several hours a week, is for students with below average reading skills. It is taught in an individualized instruction class format. Class size is limited.

Developmental Writing is for students with very little knowledge of grammar, sentence structure, and paragraph structure. The instructor spends his time in class on a one-to-one basis with students, correcting each student's paragraph-writing assignments with the student in order to show him how to go about improving his writing.

Developmental Math is for students who have forgotten or never learned the basic fundamentals of mathematics. Topics covered include whole numbers, fractions, decimals, and percentage.

III. Other aspects of Developmental Education

Occasionally a student who needs one of the Developmental courses will have been missed in the pre-registration screening. If the instructor, student, counselor, and Developmental Education Director concur, he can be transferred from the course he is having trouble in into a Developmental course, during the first half of the semester.

Tutoring in their courses is the responsibility of the individual instructors. We make it a point of hiring instructors who are not only qualified in the content of their field, but are concerned about the students. If an instructor finds that tutoring a given student will take unreasonable amounts of time, he may then direct that student to the Skills Lab where tutoring will be provided for him on a continuous basis.

IV. Program's first semester student enrollment by numbers and race

The program attracted 450 students during the first semester in operation; 76 of the students enrolled are black. This will account for 15 per cent of the total.

V. Identify approaches to be used to attract and recruit minority students for the program

Several times a semester the Director of Admissions, along with a designated counselor, visit public schools in the

Westark Community College service area in an effort to make students aware of Westark Community College and specific programs within the college. Special emphasis is placed on the Developmental Education program when speaking to minority students since a disproportionate number of minority students will need the support offered through Developmental Education. As has been done in the past, peer-counselors or peer-tutors will go from door to door in minority communities to recruit students for Westark Community College.

FINANCIAL AID

One of the main goals of Student Personnel Services at Westark is to devise and implement a program of financial assistance that is most conducive to the student's development. It is widely accepted that an office of financial aid should be available to meet the student's financial need, but the operations differ depending on the philosophy of the educational institution.

Financial aid at Westark has a unique role in the educational process. There are two reasons for this uniqueness. One, the community college student can not be defined as a traditional student and secondly, the philosophy of the community college dictates that we attempt to satisfy the educational needs of all the citizens of the community.

The primary sources of financial aid at Westark are the federal programs and the institutional programs. The federal programs are administered in much the same way as they are in other educational institutions. There are guidelines and procedures that must be followed, and as a result, there is very little flexibility in the process.

At Westark, it is the belief of the Student Personnel staff that the educational environment should be structured according to the student's needs. The student does not exist for the environment and should not be required to "plug himself in" and adapt to an inflexible system.

The Financial Aid Director strives for the flexibility that will allow him to serve the financial needs of the students. This is accomplished by raising funds from the community; providing alternative types of aid, such as institutional scholarships and loans; coordinating part-time employment; serving as a source of information about financial aid; and creating a warm and empathic environment that will make this process as painless as possible.

Another responsibility of the Director is to be keenly aware of verbal and non verbal cues of students. In many cases, a loan might inhibit a student's educational and emotional development when it might facilitate the developmental growth of another. Therefore, the Director of Financial Aid must have the insight and understanding to deal with a wide variety of student problems. During the academic year, the Director talks with each financial aid recipient at least three times. These are not necessarily counseling situations or lengthy interviews, but simply attempts to deal with the students on an individual basis.

Therefore, the Financial Aid program at Westark is not simply a lending agency but an integral part of the education process. It is individualized to the extent that it can allow for individual differences, and functional because it serves the financial needs of our students.

The primary sources of assistance for all students at Westark are the Veteran's Assistance and the Basic Grant programs. To demonstrate this, specific data on the number of black students enrolled in the spring semester and the type of assistance awarded is provided.

Number of black students enrolled		151
Number enrolled in at least 6 semester hours		144
Types of assistance:	BEOG	60
	VA	58
	Private Scholarship	1
	WIN	1
	Nursing Loan and Scholarship	1
	CETA	2
	60+	1
	St. Edward Scholarship	1
	Sparks Scholarship	1
	Student Employment	6
	State Scholarship	2
	LEEP	1
	Short-term Loans	9
	CETA-VISA	3
	Unduplicated Number	127

Specific data on the number of students working in the community is not available. However, a realistic estimate

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would be that 70% of the students listed above are employed in the community.

As a part of the Financial Aid program, a placement center for part-time and full-time employment is provided to all students. The concept of equal opportunity is stressed in all transactions with prospective employers as well as the students.

The Financial Aid program at Westark continuously strives to meet the financial needs of all of the students. With the continuation of VA Assistance and the Basic Grant programs, along with added flexibility with local monies, Westark will continue its emphasis on not only attracting the entire spectrum of students in its service area but also insuring that they can function as students without the worry of financial problems.

EMPLOYMENT

The statistics listed below indicate the profile according to race of the employees at Westark Community College. The totals indicate that 11 of 189 employees at Westark are of black origin. This amounts to approximately 6 per cent. Two additional employees are of Asian descent and 176 are white. With the black of the Fort Smith-Sebastian County area indicating a minority population of approximately 6 per cent, the totals at Westark would indicate that our number of minority employees is within the community percentages. The most recent three position openings at Westark have been filled by black individuals. These are as follows: (1) purchasing agent-black male; (2) counselor-black male; (3) switchboard operator-black female. Also, a black male has been promoted from within the college to a status of division chairman for developmental studies. At the present time, Westark Community College has set a goal to hire 8 additional faculty members for the 1976-77 academic year. Included in that toal is no less than 3 of these employees will be from a minority race. It is our overall goal to achieve an approximate 10 per cent minority representation as members of our full-time staff.

DESEGREGATION STATUS REPORTS
FOUR-YEAR CAMPUSES

STANDARDS ADDRESSED IN COMPLETING INSTITUTIONAL REPORTS

SENIOR INSTITUTIONS

Provide a brief description of the institution, including educational mission and factors which make the institution unique from other public institutions in the State.

STUDENTS

Describe in narrative the institution's undergraduate admissions policies, including admission to separate programs as teacher education and nursing, the impact of such policies on minority students, any anticipated changes in present policies.

Discuss admissions procedures and criteria for the graduate school and for separate graduate programs. Describe the impact of such policies on minority students, any anticipated changes in present policies.

Provide a narrative profile of the study body, including racial composition of students entering the institution for the first time the fall 1975 semester. Include trends in student enrollment, geographic origins of students, and other factors which will characterize the student boby.

Discuss efforts to recruit minority students including high school visitations, Self-Help Program, cooperative recruitment programs with other institutions, use of biracial recruitment team, among other factors.

Discuss efforts to recruit minority students for graduate programs, including an assessement of the effectiveness of such efforts.

Discuss retention programs, including special skills programs, and efforts to encourage minority student participation in campus activities. Provide all available information on retention rates of minority and non-minority students.

FINANCIAL AID

Discuss financial aid availability, the sources of financial aid funds, and the adequacy of these funds to meet the needs of minority students. Provide a narrative profile, based on the most recent data available, of students receiving financial aid. Include race and other descriptive information on students receiving financial aid.

Discuss efforts to find new sources of financial aid funds.

Discuss financial aid needs to meet projected minority student enrollment.

Discuss the sources and availability of financial aid for minority students enrolled in graduate programs. Disucss the adequacy of such financial aid funds to meet the needs of minority students enrolled in graduate programs.

EMPLOYMENT

Provide a narrative profile of faculty, adminsitration, and classified staff, including racial identification. Discuss efforts that have been made to recruit minority applicants for faculty, administrative, and classified positions.

Provide a narrative of the progress made to improve minority representation among employees within job classifications.

PROGRAM COOPERATION

Discuss cooperative program efforts with other institutions designed to improve interracial understanding and acquaint minority students with the institution, including Orientation Visits, Cultural Exchange.

UNIVERSITY OF ARKANSAS AT PINE BLUFF

Provide a description of the University of Arkansas at Pine Bluff, including educational mission and factors which make it unique from other public institutions in the State.

STUDENTS

Provide a narrative profile of the students body, including those entering the college for the first time fall semester 1975, racial composition, trends in student enrollment, geographic origins of freshmen students and other factors which characterize the student body.

Discuss other race recruitment efforts.

Discuss retention rates of students, including special skills programs, and efforts to encourage other race student participate in campus activities.

FINANCIAL AID

Discuss financial aid availability, the sources of financial aid funds, and the adequacy of these funds to meet the needs of students.

Provide a narrative profile, including race, of students receiving financial and based on the most recent data available. Discuss efforts to find new sources of financial aid funds.

EMPLOYMENT

Provide a narrative profile of faculty, administrative and classified staff according to race.

PROGRAM COOPERATION

Discuss cooperative program efforts with other institutions designed to improve interracial understanding and acquaint other race student with the institution; including the Self-Help Program, Cultural Exchange, Orientation Visits.

PROFESSIONAL SCHOOLS

Provide a brief description of the institution, including educational mission and the factors which make it unique from other public institutions in the State.

STUDENTS

Provide a narrative profile of the student body of each professional school, including racial composition of students entering the school for the first time fall 1975 semester.

Discuss minority recruitment efforts, including an assessment of the effectiveness of such efforts. Provide information on the number of minority students entering the professional schools from each of the other Arkansas institutions of higher education.

Discuss any retention programs, including the most recent data on minority and non-minority student retention rates.

FINANCIAL AID

Discuss financial aid availability, the sources of financial aid funds, and the adequacy of these funds to meet the needs of minority students. Provide a narrative profile based on the most recent data available of students receiving financial aid. Include race and other descriptive information on students receiving financial aid.

Discuss financial aid needs to meet projected minority student enrollment.

Discuss efforts to find new sources of financial aid funds.

EMPLOYMENT

Provide a narrative profile of faculty, administration, and classified staff, including racial identification.

Discuss efforts that have been made to recruit minority applicants for faculty, administrative, and classified positions.

Provide a narrative of the progress made to improve minority representation among employees within job classifications.

PROGRAM COOPERATION

Discuss cooperative program efforts with other institutions designed to meet the objectives of the Arkansas Desegregation Plan.

ARKANSAS POLYTECHNIC COLLEGE

Arkansas Polytechnic College is located in Russellville, Arkansas, on a 475-acre campus. Arkansas Tech was founded in 1909 and became a four-year degree-granting college in 1948, emphasizing programs in modern business and industrial technology, teacher training, and a liberal education in arts and sciences. With an enrollment of 2,310 students in September, 1975, Arkansas Tech offers strong academic instruction to its students, an attractive campus and physical setting, and a great deal of faculty-student contact, both in and out of the classroom.

Students

On the undergraduate level, Arkansas Polytechnic College admits graduates of Arkansas high schools upon presentation of official high school transcripts showing date of graduation. Students from other states or from foreign countries are required to present a certification of their class rank within their graduating class, as well as their transcript showing date of graduation. Non-high school graduates who have 15 high school credits may be admitted on the recommendation of their secondary superintendent or principal. Non-graduates 18 years of age or older, who have not attended high school during the last twelve months prior to college admission, may be admitted by passing a General Education Development Test, or a comparable test, administered by the Tech Guidance and Counseling Center. Adults failing to meet these requirements may be admitted on a conditional basis if circumstances justify such an admission.

Arkansas Polytechnic maintains only two programs which operate under separate admissions criteria.

The Teacher Education Program requires separate admissions once the applicant has completed two years work or approximately 64 semester hours in general education courses, one semester of Human Development and several courses in an area of specialization.

Such applicants must have the approval of two faculty advisors (one in the Department of Education and one in the department of teaching specialization), a cumulative 2.25 grade point (special consideration may be given on the basis of the last 40 semester hours work), and an advisor's approved plan for their future study, before applying to the Teacher Education Committee.

The most accurate measurement of accepted students is obtained from those students actually doing their practice teaching. In the current spring semester of 1976, the Department of Elementary Education has 21 student teachers, including one black. For the last two academic years, from fall 1974 through spring 1976, there have been 3 black student teacher applicants. Two of these applicants met the admission criteria and did their student teaching. For the period 1974-76, there have been 83 student teachers, including 2 blacks, or 2.4% of the total Elementary Education teaching enrollment.

The Department of Secondary Education has accepted 182 student teachers during the period 1974-76, including all blacks who applied. During this period, blacks have made up 1.64% of the Secondary Education student teaching enrollment.

The Department of Nursing maintains a dual admissions program with the College. In addition to college admission, nursing students are required to submit an American College Testing (A.C.T.) composite score of at least 17, an average grade point of 2.5, and three letters of reference. Students can be admitted on a probationary basis if they fail to meet the minimum grade point average.

Nursing is a new program at Arkansas Polytechnic and has only begun accepting students in the spring semester of 1976. The program has 44 enrolled students and is recruiting blacks.

Arkansas Polytechnic is in the process of instituting a Master of Education degree, but at this time admissions procedures and criteria have not been fully established, nor have any graduate students been enrolled.

As of the fall semester, 1975, Arkansas Tech has a defined geographic service area of 21 Arkansas counties from which the majority of its student body comes. As of that time the enrollment for the entire student body was 96.4% white and 3.59% black. In the fall semester, 1975, the entering freshman class totaled 590, including 24 blacks, or 4.06% of those entering. All of the entering black freshman came from the state of Arkansas, and 62.5% of them came from Tech's geographic service area.

The Admissions and recruiting staff has made a good faith effort to increase Arkansas Tech's recruiting in the Arkansas population areas having a large percentage of blacks. The recruiting staff has visited 100 Arkansas high schools as of February, 1976, and have planned 30 more high school visitations during the rest of the spring semester. The staff has concentrated many of its efforts on the most populous black high schools of the state, particularily those in Pulaski and Jefferson counties. The staff has also visited heavily in many of the eastern counties which have a large black population.

Arkansas Polytechnic does employ a biracial recruiting team in its visitations, providing prospective students information and help both from black staff and black students presently attending Tech.

The recruiting office has also organized visits by 28 area high schools from 10 surrounding counties to the Tech campus in our annual Senior Days program. Tech also entertains high school student from between 40 and 60 different high schools in the state in special events programs and workshops. Arkansas Tech has also participated in the cooperative state desegregation recruiting plan where recruiting teams from all four-year institutions visit community colleges in arranged College Day programs. Five Arkansas community colleges have been visited in this manner. Interested community college students may also arrange to visit the Polytechnic campus at college expense as a part of this program.

Arkansas Polytechnic currently has a retention rate of 78.3% for its total white enrollment, and 87.2% for its total black enrollment. The Counseling Center maintains programs in Career Counseling and use of A.C.T. Assessment (College Bound) scores in freshman orientation as an aid to students in selecting proper courses and options in majors and careers. The Center also maintains Tech's primary special help program, the Study Skills Program, which is under the supervision of a black counselor. The Study Skills Program provides identification and contact with individual students who are experiencing academic difficulties. Special help in reading comprehension and speed, use of study time, lecture note-taking, and taking exams is provided though this program.

The College also provides lower entry level and remedial courses in Mathematics, English and Chemistry. On the departmental level each department maintains an informal range of special help and tutorial services. In the various departments students are aided on an individual basis by faculty, by special tutorial sessions held by senior fellows, and by speciality clubs which offer the services of seniors to undergraduates in need of help.

Arkansas Tech has always maintained a good level of participation in campus activities and student leadership by its black students. Black students have held most of the major campus offices. The primary black organization on campus is the Association of Black Students, which is a social service group. Blacks also hold offices in the Student Senate, and during the year 1975-76 a black student senator is serving as the chairman of the Campus Y Dance Committee. Blacks also serve as Resident Assistants; the student counselors and aids in dormitories who are also responsible for dormitory discipline. There are two black Resident Assistants this year at Tech, one of whom is the Head Resident Assistant for that dormitory. As 50% of Tech's male black students are on athletic scholarships, Tech has a high level of participation in athletic programs and events by the black student body.

Financial Aid

Arkansas Polytechnic obtains student aid funds primarily from federal sources, including Basic Grants, College Work-Study, National Direct Student Loans, and Supplemental Educational Opportunity Grants. Arkansas Tech also received funds from State Student Scholarships, scholarships from institutional and private sources, and loans from the Arkansas Rural Endowment and from private banks.

Financial aid information is freely available on the Tech campus, and at present federal funding is such that no student was denied aid for lack of funds.

During the fall semester of 1975, total financial aid to all students was $434,723, distributed in 1249 separate awards. Of this total, 104 or 8.33% of the total, were made to black students. The majority of Tech financial aid came in the form of federal funds in the amount of $320,913, or 73.81% of available funds. Of the remaining $133,811, $79,361 was in scholarships, and $34,450 in guaranteed loans.

Of the 430 scholarships and guaranteed loans, 19 awards were made to blacks who received $8,351, or 7.33% of the total amount distributed. Of the 819 awards from various federal funds available, 85 were made to blacks who received $34,087, or 10.62% of the total.

As many students received several forms of financial aid, these figures for awards include duplications. Sixty-five black students applied for financial aid during the fall semester, 1975, and 64 of them received aid.

At present, Arkansas Polytechnic will be able to meet an increasing black demand for financial aid primarily through increased federal funding to college aid programs. Funds with less rigid criteria will also be available when the funds of the State Scholarship Program are released. Arkansas Tech's financial aid needs will certainly increase with increased black enrollment, as 77.10% of our present black enrollment requires financial aid, as compared to about 20% of the white enrollment.

Employment

Arkansas Polytechnic has a total work force of 276 in the administrative, faculty and classified staff positions. The administration, tenured faculty, and tenure track faculty is 97.8% white, with the minorities represented being American Indian and Asian. Among the non-tenured professional faculty, there is a black counselor. Tech's largest black work force is found in Service and Maintenance, which employs 11 blacks, or 15.27%, out of a total work force of 72. The black percentage for the entire work force is 4.35%

Arkansas Polytechnic has been making good faith efforts to recruit qualified blacks from upper level positions. The College is in the process of developing an Affirmative Action Plan and evaluating its present work force. Arkansas Tech is an Equal Opportunity Employer, and seeks qualified blacks for open positions through advertisements and other minority labor pools. The College also located qualified black applicants through contacts with university and college graduate programs, and through the Department of Higher Education's "Clearinghouse" file of applicants and other such data banks and clearinghouses.

As part of Tech's ongoing development of an Affirmative Action Plan and the work already completed as part of the State Desegregation Plan, an evaluation is being undertaken to estimate the College's anticipated personnel turn-over and locate qualified minorities and women. Arkansas Tech has maintained the position of a black counselor on the professional staff this year, and is making good-faith efforts to increase black classified staff on our local recruiting level, and to implement recruiting and search procedures for qualified black applicants for any forthcoming faculty and administrative positions. However, Arkansas Tech has a very low rate of personnel turn-over, due to the current financial restrictions on institutions of high education.

Program Cooperation

Arkansas Polytechnic has both visited and hosted several black colleges and groups. In October, 1975, the Tech sophomore Military Science class visited the campus of the University of Arkansas at Pine Bluff, sponsored by the Tech Human Relations Committee. In late October this visit was returned by the UAPB Military Science class which visited the Tech campus.

In November, 1975, the Tech Human Relations Committee sponsored the attendance of six Tech students to a black heritage lecture given by Alex Haley at the University of Central Arkansas.

The Affirmative Action Office sponsored the Tech Choir on a tour February 11-14, 1976. The choir performed before integrated high school audiences at Parkview, McClellan and Jacksonville in Pulaski County, and at the Stuttgart High School, at the University of Arkansas at Pine Bluff, and at the University of Southern Mississippi. A return visit by the UAPB Choir is now planned at Tech during Afro-American Week.

Arkansas Tech will celebrate Afro-American Week March 22-27, 1976. During this time the college has planned performances by the UAPB Choir, an integrated talent group from the College of the Ozarks, and a presentation of "God's Trombones" by a group from the Little Rock Arts Center. Also scheduled is Greek Night, to which black fraternities and sororities from all state colleges have been invited to attend. Mr. Charles Hodge of the Department of Higher Education will also be speaking during this week.

Afro-American Week culminates in the Afro Ball, which area residents and black students from all over Arkansas and several other states attend. During the week, Tech has also planned community college visitation days. The visiting students will be visiting on campus for two days and nights, and will attend the Afro Ball.

ARKANSAS STATE UNIVERSITY

1. STUDENTS

1.1 Arkansas State University has an open admissions policy for all entering students. Once admitted to the University students applying to the Division of Nursing are asked to meet additional criteria, as are students who have completed basic course work and are now advancing for admission to the Teacher Education Program and the Student Teaching Program.

Over the past two years the Division of Nursing has used the American College Test (ACT) score as a selection guideline for persons entering their programs. While there has been a somewhat higher rejection rate for black students than for white students over this period, it is unclear whether sufficient numbers have applied to make statistical comparisons relevant. As recruiting efforts expand more blacks will undoubtedly apply to the Nursing program and it will be possible then to determine whether the use of an ACT composite score has a discriminatory effect. The Division of Nursing will be monitoring this closely and will be checking with other Nursing programs to see if the ACT score has a similar effect elsewhere. Should a pattern of discrimination emerge other guidelines will be sought.

Students who expect to obtain a Bachelor of Science in Education degree must be admitted to both the Teacher Education Program and the Student Teaching Program. Both programs require the completion of a specified number of semester hours and a minimum grade point average. In the case of admission to the Student Teaching Program students must also have completed required courses and a medical examination as well as attended orientation sessions. No changes are anticipated in requirements for the Bachelor of Science in Education degree.

1.2 Students seeking full admission into the graduate program at Arkansas State University must have an undergraduate degree from an accredited four year institution, have a 2.75 overall grade point average or a 3.0 in the last 60 hours, and have taken appropriate course work. Provisional admission may be granted to applicants from an unaccredited college; to students who do not meet the grade criteria for full admission but who have acceptable scores on the Graduate Record Examinations, the Miller Analogies Test, or other approved examinations; or to persons who have undergraduate course deficiencies in their major field. Students who are admitted provisionally become fully qualified if their first 12 hours averages 3.0 or better. No changes are anticipated in the current graduate admissions policy.

1.3 The total enrollment at ASU in the fall 1975 was 7,191 students. Of this number 8 percent, or 603, are black. Of the 1,873 undergraduate students who entered ASU for the first time this past fall 173, or 11 percent, are black. In the undergraduate program 5,533 students were on a full time basis while 848 took courses part time. There were 186 full time and 624 part time graduate students. The undergraduate program has 543 black students, the graduate program 60. Since 1970 enrollment has grown from 6,098 students to 7,191. While the entire student body has increased 18 percent in this time, the black student population on campus has jumped 230 percent from 183 to 603.

This past year 1,077 undergraduate students recieved diplomas. Just over half of those students graduated from either the College of Business or the College of Education. Another sizeable number of students received degrees in the social sciences. Of the 279 graduate students who where granted diplomas over three-fourths received degrees in the College of Education.

Most students who come to ASU live in either Pulaski or the northeast counties of Arkansas surrounding Jonesboro. In fact the American College Test (ACT) profile of incoming students shows that 27 percent prefer ASU because of its location. For over 60 percent of the incoming students ASU is their first choice, over 40 percent are drawn here because of their anticipated field of study, and more than half expected to apply for financial aid. The ACT also reports that the typical incoming student had an ACT composite score of 17.8.

1.4 Student recruiting activities for 1975-76 have followed a fairly typical admissions approach which utilizes several techniques including mass mailings, high school student and counselor contact both individually and at high school career and college days, and campus day visits. All efforts are designed to give potential students a wide range of information about ASU from housing and financial aid to academic program possibilities. High schools in the ASU geographical service area that have a high proportion of black students have received special attention this year with biracial recruiting teams of students and staff making personal contact with prospective students. The Field Services staff is also organizing a campus day visit in late March for students from Arkansas community colleges that have high black enrollments. Several other junior colleges from the surrounding area have also been asked to participate. Again, the program consists of a mix between student affairs information and academic counseling.

Stuart Weiner, who was recently hired to consult on admissions, has already begun the process of analyzing the current program to determine ASU's attraction to students. He has also spent some time studying the recruiting area and its potential and has done initial work on admissions publications, including recommending the use of a special piece for minority students describing the ASU social and academic environment and the advantages it offers. At present no work has been done to implement the Self-Help Program. However, as a comprehensive plan is developed to personally identify and follow students who are interested in going to college it should be fairly simple to incorporate the Self-Help concept into that. A large part of the admissions program will be counseling students and parents on how to select a school and how to apply for financial aid.

Since Ray Hall will be retiring as director of field services at the end of this year, the President's office has begun the search for an admissions director. The ad for that position has appeared in both the Arkansas Gazette and the Chronicle of Higher Education. Over 50 applications have been received so far. Other admissions counselors will be hired after a director is selected. Special attention will be given to locating an admissions counselor who can respond to the needs of minority students.

1.5 The graduate program at Arkansas State began with a Master of Science in Education degree in 1955. Other degrees were added between 1966 and 1971. Recruiting efforts for this program are primarily through faculty members who have established contacts with other undergraduate institutions in this region. Minority students have been attracted to ASU both through this informal procedure and as a result of encouragement to continue academic study at ASU because of previous work here.

Once the undergraduate recruiting program has been more clearly outlined Stuart Weiner will be working with the graduate office on other alternatives and approaches to take in attracting students. As in the undergraduate program part of that plan will be procedural and part of it will be devoted to promotional pieces.

1.6 The student retention rate at Arkansas State University is determined by tracking students on an individual basis. From the fall of 1974 to the fall of 1975, 80 percent of the black undergraduate students returned compared to 73 percent of the white students. In the graduate program from 1974 to 1975, 60 percent of the black students returned while 62 percent of the white students did.

Just last month the Dean's Council approved an expanded special skills program at ASU. This Program of Academic Skills and Services (PASS) is designed to provide students with an opportunity to develop essential background knowledge and skills. It will have both a remedial and a developmental component. The remedial part is designed to "upgrade" mathematics, language development, and study skills. The developmental portion will provide a structured tutorial program for specific academic areas. Students will be individually assessed, monitored, and counseled. Participation will be both voluntary and on the basis of ACT score and current academic standing. Remedial courses on a non-credit basis will be in effect this coming fall with the developmental phase expected to be fully in place a year later.

2. FINANCIAL AID

2.1 In 1974-75 the Financial Aid Office at ASU monitored financial assistance to graduate and undergraduate students totaling $3,116,845. Of that total dollar amount $900,235 went to 1,052 black students representing 30% of those students receiving aid and 29% of the total amount distributed. Approximately 50% of ASU's financial aid comes from federal programs including NDSL, SEOG, college work study, and BEOG. In addition to federal funds, the University awards private scholarships and grants-in-aid. Of the total amount of aid, private and institutional monies represent 36% of financial aid assistance. Remaining funding comes from state grants and loans.

Financial aid is divided into grants, loans, scholarships, and student employment. BEOG, SEOG, LEAP, and state vocational rehabilitation grants totaling $581,401 were awarded to 935 students; 25% of those students were black and they received $172,753 or 30% of the total dollar amount for grants. NDSL and federal, state, and private loans amounting to $1,303,382 went to 1,470 students. Four hundred and forty-nine black students, 31% of the total, received 32% or $418,389 of this money. A total of $358,091 in state, institutional, and private scholarships was given to 842 students. In this category 62 black students received $46,850 or 13% of the total amount. Student employment reached 1,048 students totaling $873,971; 29% of these students were black and they received 30% of the work study funds.

2.2 This past year Arkansas initiated a state student scholarship program providing grants of $100 to $300 to students with academic ability and financial need who enrolled in a degree program for the first time. ASU has 298 students who are receiving $52,725 under this plan. Unfortunately, this data is not currently available by race and sex. In the future, ASU hopes to generate new sources of financial aid through a trust which will be set up to solicit and distribute unrestricted funds.

2.3 Federal aid will be particularly important for a growing minority enrollment since a significant percentage of black students need financial assistance. Barring any drastic changes in guidelines for these programs it is anticipated that federal awards will grow along with the student body.

2.4 Graduate students may apply for the NDSL and Guaranteed Loan programs as well as college work study and graduate assistantships. The loan programs and college work study are need-based. This financial aid can be expected to increase as the number of students seeking support expands.

3. EMPLOYMENT

3.1 In the fall 1975, Arkansas State University employed 790 people on a full-time basis; 159 staff members were hired throughout the preceding year. Of the new employees 4 of the 45 faculty, 1 of the 9 skilled crafts people, and 7 of the 59 service/maintenance workers are black, representing 11% of these three groups. No new black staff were employed out of the 10 administrative and professional persons hired or the 36 secretarial and technical positions filled. Of the total employees 1 of the 47 administrative staff, 9 of the 289 faculty, 1 of the 25 professional employees, 1 of the 135 secretarial and 1 of the 30 skilled crafts persons, and 9 of the 253 service workers are black. Overall, 8% of the new hires and 3% of the total staff are black.

3.2 Between October 15 and March 15, 45 staff have been hired. Of this number 6, or 13%, are black; 1 is a professional, 1 is technical, and 4 are service personnel. As part of an expanded program to recruit minority staff the personnel office has listed all classified job openings with Employment Security, posted notices outside the personnel office, and advertised in the Jonesboro Sun. Administrative, faculty, and professional positions have been advertised in the Arkansas Gazette and The Chronicle of Higher Education and notices have been sent to appropriate departments at predominantly black colleges and to minority caucuses in organizations in related fields.

While the results of this effort are not in at present we expect that a much wider range of people are learning of positions at ASU. Each new contact with a black organization that lists job openings should also have an impact on the number of minority applicants. However, if this effort does not produce the kinds of results that we anticipated other recruiting measures will be developed to attract black applicants.

4. PROGRAM COOPERATION

4.1 ASU has not, as yet, developed an intercampus intervisitation program. The field service office, however, has taken some steps in this direction through the initiation of the campus day program for students from nearby community colleges that have high black enrollments.

HENDERSON STATE UNIVERSITY

Henderson State University is a regional University whose primary mission is to serve the needs of the population of southwest Arkansas. It's secondary mission is to serve the needs of the remainder of Arkansas and the United States when various resources are adequate. The stated Role and Scope is as follows:

> "Henderson State University shall serve the state by offering strong programs at the undergraduate level in the liberal arts, sciences, education, business, aviation, and fine arts. Strong masters degree level programs shall be offered in the liberal arts, sciences, education, business, and fine arts. Additional post-secondary programs shall be initiated when there is ample evidence that such programs can more adequately be provided by Henderson State University than at other institutions or that they should be duplicated in the region served by the institution.
>
> Additional attention shall be given to the service role of the University. There will be increased activities of a continuing education nature.
>
> There shall be a new emphasis in developing specialized occupational programs and career education. Additional programs leading to one- and two-year certificates and Associate of Arts shall be offered.
>
> Efforts will continue to offer experiences and opportunities that relate directly to the ability, background, and preparation of students regardless of race, color, sex or national origin."

1. Graduates of classified high schools in the State of Arkansas will be admitted by certificate. The certificate must show fifteen units. Non-graduates who have completed the eleventh year with fifteen units will be admitted. Specific requirements can be found by referring to pages 21-23 in the 1974-76 catalog of Henderson State University.

Specific admission requirements for undergraduate programs are as follows:

"Teacher Education, The application for the Professional Semester (which includes Student Teaching) must be made as indicated above.

The application and supporting confidential records are reviewed by the Teacher Education Committee which will determine the admissibility of the student according to its evaluation of the following:

1. Academic competence: A secondary major must have an over-all grade point average of 2.00 and a grade point of 2.50 in the teaching field. He must have no grade below "C" in the required courses in professional education.

An elementary or early childhood education major must have: (1) a 2.25 over-all grade point average, or (2) a 2.00 over-all grade point average and a 2.5 grade point average for the three semesters preceding the professional semester (two summer terms may be counted as one semester) with a minimum earned credit of thirty-six semester hours required during the three semesters concerned. Under both (1) and (2) above, the student must have no grade lower than "C" in any required education course.

2. Satisfactory ability to communicate in English, judged by English course grades and score on the Sophomore English test.
3. Adequacy of health and physical condition for teaching.
4. General appearance.
5. Personality characteristics.
6. Moral character.
7. Adaptability.
8. Recommendation of the student's major department and other faculty.

Upon satisfactory completion of the preparatory portion of the Professional Semester he may enter student teaching."

"Nursing Education. Progression to a program level and from one nursing and science course to another requires of the student a "C" or better in pre-nursing, nursing, science (includes behavioral) and math courses. A student making a "D" or "F" in any of these courses must repeat that course or courses before he will be advised to begin the next course in that sequence. A second repeat of a required course requires reappraisal of the student's program of study.

Sequences of courses in the nursing curriculum are:

a) All nursing courses
b) Math 1003, Chem 1034, Chem 1044, Physics 1123
c) Bio 2013, Bio 3063, Bio 3094, Bio 3314
d) Psy 1013, Psy 2263, (Prefer Soc 1013 at end of Psy sequence)

Past experience in nursing and academic studies will be considered in helping each student plan his program. Advisement into a course of the nursing curriculum sequence may also require completion of prerequisite course(s) or corequisite course(s). (See nursing process course descriptions and catalog.)

A cumulative grade point average of 2.5 is required for progression to all levels of the nursing program. These levels are:

Level I begins with Nsg 1026 Nursing Process IA and related courses.

Level II begins with Nsg 2056 Nursing Process IIA and related courses.

Level III begins with Nsg 3078 Nursing Process IIIA and related courses.

Successful completion of required courses, required grades, and a cumulative grade point average of 2.5 is required for recommendation to a state board of nursing for the LPN and the RN licensing examination.

Successful completion of the nursing curriculum plan and Henderson State University's degree requirements are necessary for BSN candidacy and graduation."

The proposed Admission Requirements are as follows:

"High school graduates are to be admitted and/or those with fifteen (15) units of high school work.

The American College Test (ACT) is required of all freshmen. Test scores sent from the American College Testing Program are to be on file at the time of admission. It is important that the test be taken at one of the regularly scheduled periods (October, December, February, April, or June) during the year prior to college entrance. The test scores provide added bases for guidance and possible advanced standing.

The ACT will be available on campus during freshman orientation, at which time the fee is changed to care for the added cost.

On entrance, the University may require additional guidance testing. Students with a predicted grade point average of 1.50 or below will be admitted on probation and must complete a minimum of nine (9) hours with a semester average of 1.50 or above during their first semester."

2. The basic admission requirements for admission to the graduate program are as follows:

1. Graduate of an accredited institution with bachelor's degree or admitted on probation when the institution is not accredited by an accrediting association.
2. Must have 2.5 GPA on four years; or 3.0 on last two years; or 2.5 on last two years and a score of thirty on the Miller Analogies Test.
3. Must have an academic major sufficient to do advanced work at HSU and where HSU offers advanced work.
4. A student may be admitted also with deficiencies with understanding that deficiencies be cared for during the first term on campus.

Requirements for specific programs are:

"Master of Business Administration Degree. Admission to the MBA degree program is dependent upon the applicant having a bachelor's degree from an accredited institution with background and grade performance which indicate probable success at the graduate level. In addition, performance on the Graduate Management Admission Test or the Graduate Record Examination is used in evaluating an applicant.

Admission with Full Qualifications.

1. A bachelor's degree from an accredited institution.
2. An overall undergraduate grade point average of 2.5 or grade point average on the final 2 years of 3.0 (on a 4.0 basis), and a GMAT score of 450 or a GRE Advanced Business score of 450 or a GRE combined verbal and quantitative score of 900. The GMAT or GRE should be taken prior to completion of the first semester of graduate work. (A student who fails to present a satisfactory score can be admitted as outlined below.)
3. Satisfactory completion of undergraduate prerequisites as discussed below.

Admission on Conditions.

An applicant who is a graduate of an accredited college, but does not meet the above requirements, may be admitted to the Graduate School provided he presents, during the first semester of enrollment, (1) A GMAT score of 375 or, (2) a GRE Advanced Business score of 375, or (3) a GRE Combined verbal and quantitative score of 800, and with the condition that he maintain an average of "B" throughout his work for the advanced degree.

A conditional student who does not make an acceptable score on the GMAT or GRE during the first semester of enrollment will be excluded from the program and will not be permitted to continue taking courses for graduate credit until a satisfactory score is presented. A Graduate Committee from the School of Business, consisting of the Graduate Dean, Dean of the School, and three graduate faculty members, will consider on an individual basis, those cases where the student feels an exception to the above stated entry requirements is warranted. Only under extraordinary circumstances will an exception be made.

All persons enrolled under condtion are to be reviewed upon completion of 12 graduate hours. This review will be by the Graduate Committee from the School of Business. The committee will recommend whether the person is to be admitted to the MBA Degree Program.

2. "Where standardized tests are utilized, the State must determine that the use of these tests does not impact disparately on minorities." Describe the profile data by race on applicants or prospective applicants which will show that the criteria does not result in disparate impact on blacks for each criteria utilized.

In all programs students may be admitted on probation; this means when a student's G.P.A. is below a 2.5 on four years or below a 3.00 on last two years, but does have a G.P.A. of at least 2.5 on last two years he may be admitted by taking the Miller Analogies Test and making a raw score of at least thirty. A raw score of thirty is approximately at the thirtieth percentile on the M.A.T. national norms.

An examination of M.A.T. results over a period of five years at Henderson State indicates that 33% of those seeking admission by means of the M.A.T. make scores below thirty. This is true of both black and white students.

The Master of Business Administration program was initiated in the Fall of 1975 and all students who have applied have been accepted under the Admission on Conditions format. The test scores are important but

> the option of considering students on an individual basis should and will assist minority students in gaining admission.
>
> Since the program is in its infancy, the institution cannot at this time determine if the admission criteria impacts disparity on minorities. Data are being collected that will assist in making this determination at a later date."

At this time, there are no anticipated changes in the present policies.

4. During the fall semester of 1975 the enrollment at Henderson State University was 25.7% Black and 74.3% White. The student body was composed of 1569 males and 1673 females. There were 905 first-time enrollees. The freshman class had 443 (32.1%) Black students and 943 (67.9%) White students.

The Black enrollment was up 5.7% over Fall 1974 which in turn was up 5.3% over Fall 1973. The student body has gained 543 Black students since 1969 and has lost 503 White students.

The geographic origin of the in-state students are illustrated in the addendum to this report

5. High School Visitation Program: Representatives of the University visit state high schools, irrespective of location, on both invitation and request bases for the purpose of meeting with interested students about academic programs, financial aid, and student life-style at Henderson State. A thirteen-minute film entitled "The Henderson Experience" which indicates a racial mix at HSU is shown to individuals or groups as circumstances permit.

Participation in Career-Day/College-Night Activities: Henderson State is represented at virtually all college-career programs held during the year in the state's high schools. Catalogs, applications for admission, class schedules, and informational brochures are distributed to interested students. In addition, a combined financial aid application, explaining the various loans, scholarships, and grants for which students may apply together with a step-by-step procedure for making application is made available to students. These materials are made available in quantity to high school counselors and are mailed to anyone on request.

High School Counselor Visitations: The Director of Information attempts to meet with as many of the state's high school counselors as possible throughout the year. During these informal visits, new academic programs are explained, new financial aid programs and procedures for application are described and the necessary forms for financial assistance and admission, catalogs, and a current yearbook are left with the counselor to be made available to students. A significant number of these visits are made to previously all-black high schools and, wherever black counselors are encountered, academic and social programs and activities designed to attract minority students are listed and explained.

A.C.T. Score Acknowledgement: The Director of Information mails to students, who request their ACT score be sent to Henderson, a letter acknowledging receipt of the score from CEEB along with an explanation of scholarships for with they may be eligible to apply based on their particular composite score together with a form which may be used to apply for any of the various types of financial assistance available.

5

6. Enrollment of minority students in graduate school has increased each year. During the Fall 1975 semester 16.6% of all graduate students were Black. This compares to 11.6% in 1974. No special effort other than encouraging and informing people throughout our service region that our graduate school is available. The growth of Black enrollment in the graduate schools speakes for the effectiveness of the efforts.

7. OCR 1000B5 -- Progression of students in Higher Education Programs, page 6 of 6, line number 50 indicates that 22% of the Black students did not return compared to 28% of the White students. This further confirms a study conducted by the Division of Student Affairs which indicated that the retention rate of Black students is greater than that for White students. This study pointed out that in the Fall of 1973, 7.31% of the White students withdrew from school and only 3.85% of the Blacks withdrew. Furthermore, 14.54% of the White students enrolled in the Fall of 1973 did not return for the Spring of 1974. In comparison, only 7.71% of the Black enrollment elected not to return.

The retention program at Henderson includes advising, counseling, and the federally funded Basic Studies Program. The courses directly related to this program are:

> Developmental English - GST 1013: A course designed to assist students, who are identified by the American College Test English standard score, develop proficiencies needed in grammar and written composition that will enhance their possibility of successful achievement in the regular University freshman English classes. The course is planned to be completed in one academic semester; however students can complete the course requirements in as little time as six weeks, or as long a time as needed to master the basic skill requirements necessitated for entry into regular freshman English. Students are guaranteed they will not fail if they take the time required and expand the effort needed to pass. Grading is based on a credit - no credit system. In class tutorial services are utilized to supplement classroom individualized instruction.
>
> Reading Laboratory - GST 1042: Class assignment is in conjunction with the Developmental English student needs identification. Student reading level is ascertained by testing and the student is placed at a reading level where he/she can begin reading without experiencing frustration. All reading materials are developmental in nature, based upon reinforcement of skills previously mastered. Instruction is individualized and tutorial services supplement classroom instruction. Two academic elective hours of credit are awarded and grading is awarded on a credit -

no credit basis.

Advanced Reading Laboratory - GST 1052: A continuation of the basic reading laboratory.

Personal and Social Growth - GST 1022: A course in human development dealing with the process of personal and social growth emphasizing the human dynamics of relating to the influences largely outside of one's own sphere of control. Activities focus on the development of a realistic and acceptable understanding of the self, developing an adequate understanding of the social influences which have an affect on the self, and the changing of the negative attitudnal structures that keep students from developing to their full potential. Elective academic credit is awarded on an A to F basis.

Human Development - GST 1032: A continuation of the personal and social growth course.

8. Henderson State University participates in all of the standard Federal programs of financial aid available at this time. These programs include the following: National Direct Student Loans, Supplemental Educational Opportunity Grant, Basic Educational Opportunity Grant, and College Work Study. It has been our past experience that we are able to meet the requests of all students requesting aid from the various funds available to us.

The following information reflects the assistance extended to our student body during the Fall, 1975 semester:

Program	White	Black
NDSL	268	247
SEOG	47	27
CWSP	392	293
BEOG	375	521

9. The administration is very supportive in permitting the Director of Financial Aid to attend meetings concerning the field of student assistance in an effort to be aware of changes in present programs

as well as any new programs available. The State Scholarship Program is one example of a new program added to financial assistance in just the past year. In an attempt to reach more students, a booth was furnished on registration day to make information available on the program.

10. Each academic year, projected funds for the coming year must be determined. This is based on past, present, and anticipated enrollment and financial assistance required. This is not predicted by race but by total student enrollment.

11. There are only two programs which extend to the graduate student at the present. These are college work study and the National Direct Student Loan. There have been sufficient funds in the past to meet the needs of the eligible graduate students requesting aid.

12. During the Fall 1975 semester, 2.6% of the faculty were Black, 6.3% of the Executive/Administrative/Managerial were Black, 10.5% of the Professional Non-Faculty, 16.7% of Clerical/Secretarial, and 70.3 percent of the Service/Maintenance personnel were Black.

    There were eighteen new hires for this period which included five females and one Black among the Faculty. During the 1974-75 fiscal year, the institution hired twenty-four Blacks for various positions.

    Affirmative Action has been implemented according to the Affirmative Action/Desegregation plan that was submitted to the Office of Civil Rights during the Fall of 1975. All non-classified vacancies are now advertised nationally and classified positions are carried in local papers plus reported to the Arkansas Employment Security Division.

13. Each school has set goals for the employment of Black faculty. The School of Business has projected that they will add two Black faculty members by 1978-79. The School of Education presently employs four Black faculty members and anticipates adding another by 1978-79. The School of Fine Arts has projected that they will add two Black faculty members by 1978-79. The School of Liberal Arts will attempt to employ one Black faculty member for the 1976-77 year and another during 1977-78. The School of Natural Science and Math has one Black faculty member on leave and they anticipate that this person will return for 1976-77 and another will be added for 1977-78.

In the area of skilled crafts there are presently no Blacks employed. It is anticipated that through promotion or new hire, one will be added for 1976-77. The goal is that the Clerical/Secretarial category will move from 16.6% Black to 18.5% in 1976-77. Professional non-faculty move from 10.5% to 15.0% Black in 1976-77 and Executive/Administrative/Managerial will go from 6.2% to 11.7%.

It should be noted that these are goals. Due to the economy, people are not leaving the institution and the state has implemented a slow down in filling new positions. If vacancies do not occur and if the state will not permit the institution to create additional positions, these goals cannot be met.

14. Departments of the institution have contacted UAPB concerning cultural exchanges but these exchanges have not been implemented. A biracial team from Henderson has participated in every College Day program at the community colleges throughout the state.

2

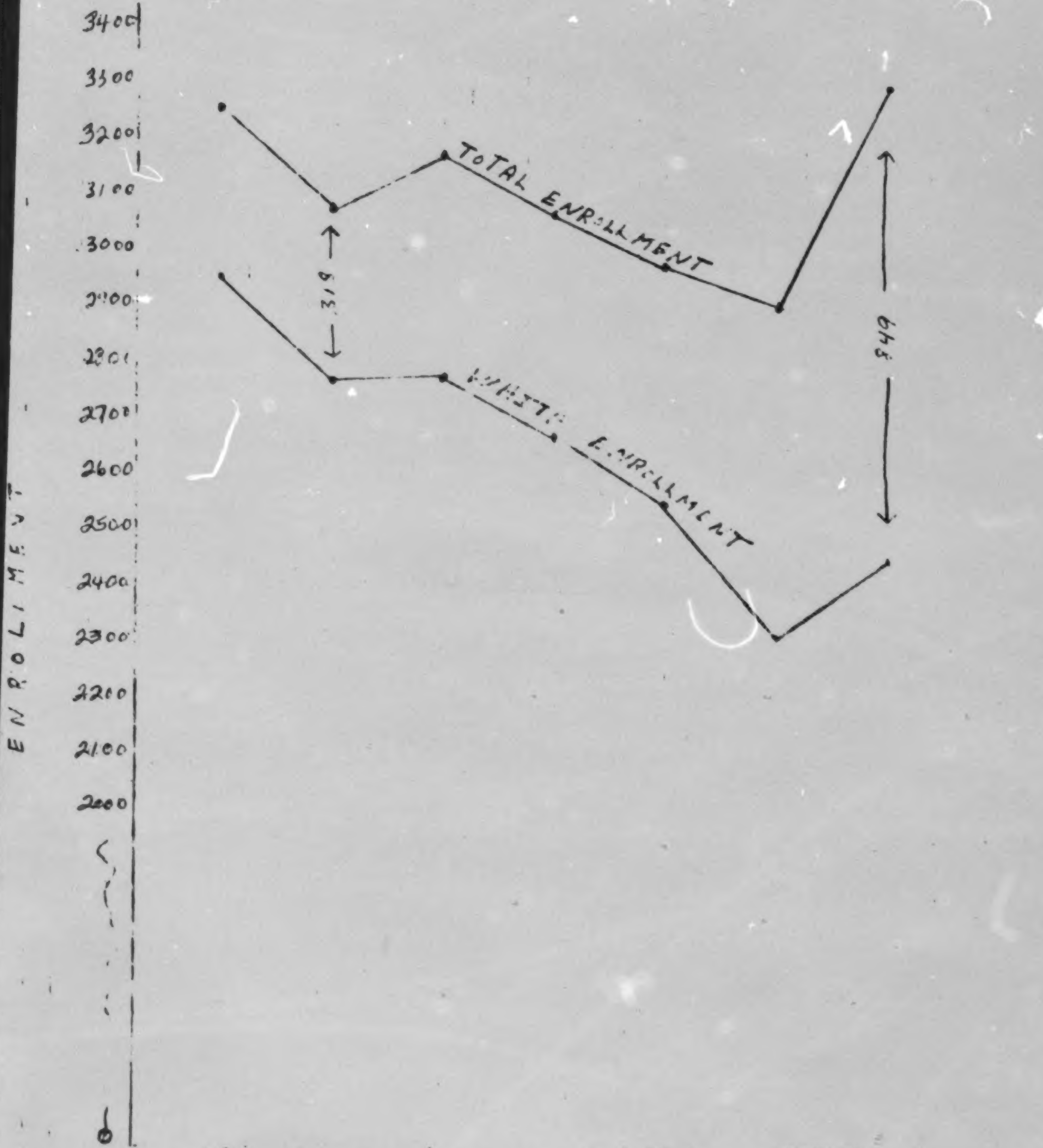
Institution	% Black Population in Service Region 1970*	% Black Student Enrollment Fall, 1975
Arkansas Tech	12.4	3.7
Henderson State University	22.3	25.7
Southern State College	23.0	16.7
University of Central Arkansas	19.9	8.7
University of Arkansas-Fayetteville	19.3	3.0
University of Arkansas-Monticello	27.9	12.9
University of Arkansas-Little Rock	20.0	15.7
Arkansas State University	23.0	8.7

*From Department of Higher Education Report to Office of Civil Rights - October, 1975

HENDERSON STATE UNIVERSITY
ENROLLMENT PATTERN
FALL TERM 1969-1975

YEAR	FRESHMAN		SOPHMORE		JUNIOR		SENIOR		GRADUATE		TOTAL	
	W (%)	B (%)	W (%)	B (%)	W (%)	B (%)	W (%)	B (%)	W (%)	B (%)	W (%)	B (%)
1975	943(67.9)	446(32.1)	445(73.0)	165(27.0)	347(79.3)	91(20.7)	443(82.9)	92(17.1)	275(83.4)	55(16.6)	2453(74.3)	849(25.7)=3302
1974	828(73.8)	292(26.1)	415(79.0)	110(21.0)	359(82.9)	74(17.1)	489(86.2)	78(13.8)	238(88.8)	30(11.2)	2329(80.0)	584(20.0)=2913
1973	903(83.1)	184(16.9)	496(83.8)	96(16.2)	406(87.7)	57(12.3)	507(86.7)	78(13.3)	255(90.7)	25(9.3)	2556(85.3)	440(14.7)=2996
1972	872(83.8)	169(16.2)	589(88.8)	74(11.2)	441(87.7)	62(12.3)	593(89.6)	69(10.4)	186(86.1)	30(13.9)	2681(86.9)	404(13.1)=3085
1971	964(86.9)	145(13.1)	635(86.3)	101(13.7)	494(89.3)	59(10.7)	549(90.9)	55(9.1)	151(80.3)	37(19.7)	2793(87.6)	397(12.4)=3190
1970	892(86.7)	137(13.3)	633(90.3)	68(9.7)	499(92.1)	43(7.9)	619(93.1)	46(6.9)	130(84.4)	24(15.6)	2773(89.7)	318(10.3)=3091
1969	994(89.5)	116(10.5)	659(89.3)	79(10.7)	541(90.8)	55(9.2)	615(96.2)	24(3.8)	147(82.1)	32(17.9)	2956(90.6)	306(9.4) =3262

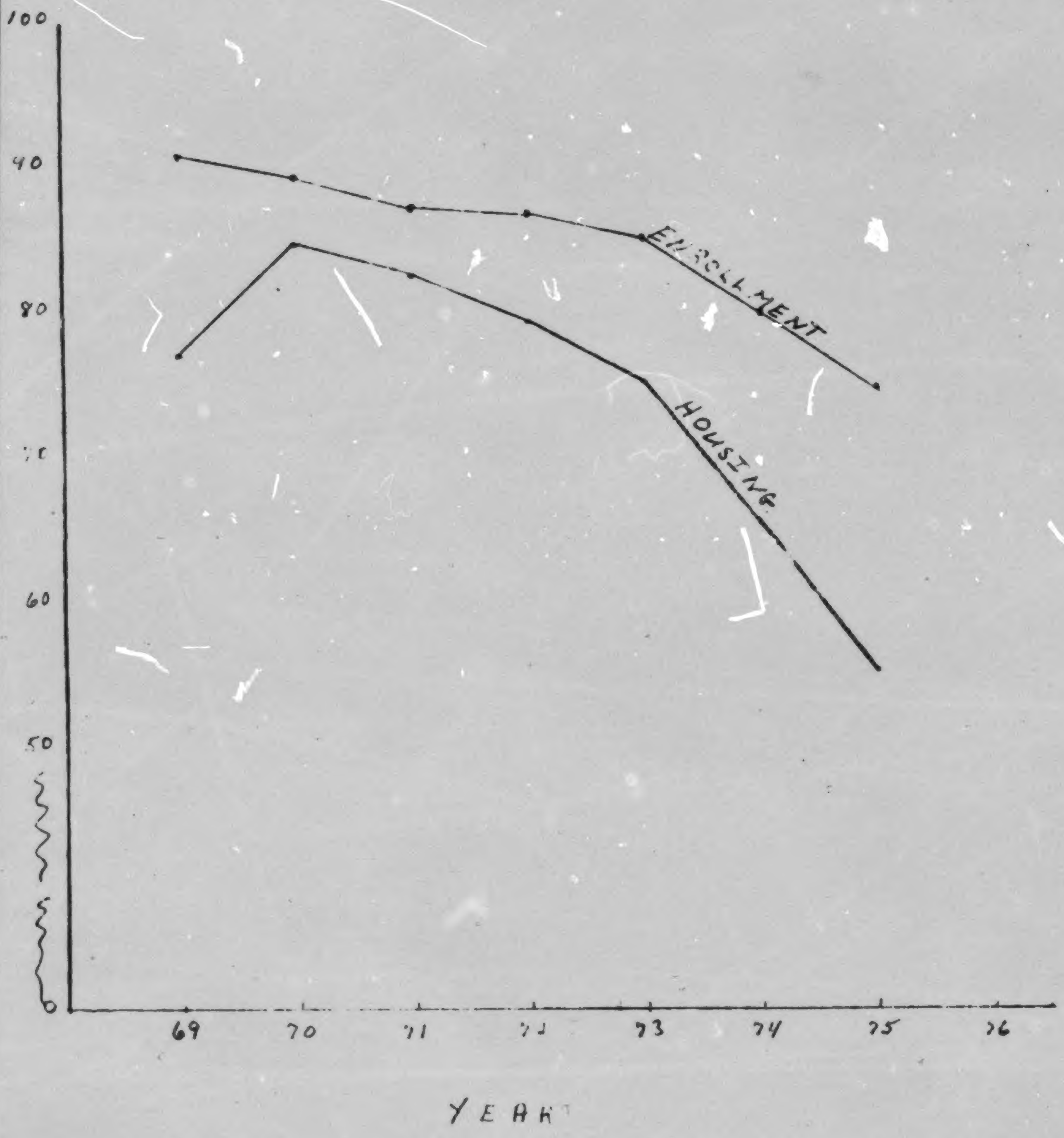
WHITE STUDENT ENROLLMENT COMPARED TO TOTAL ENROLLMENT 1969 - 1976



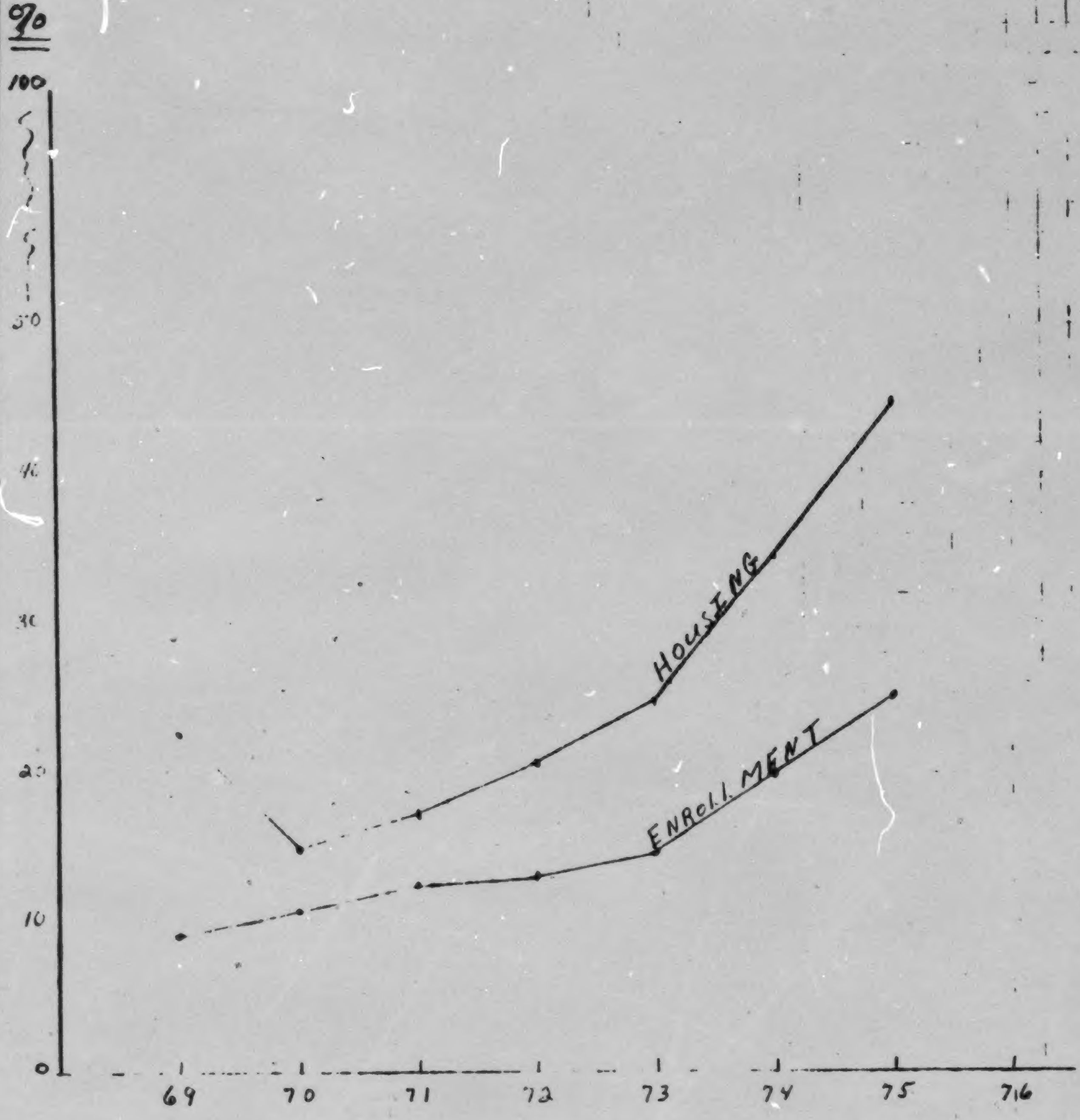
HENDERSON STATE UNIVERSITY
SINGLE HOUSING PATTERN
FALL TERM 1969-1975

YEAR	WHITE			%	BLACK			%	TOTAL
	M	F	T		M	F	F		
1975	326	400	726	55.3	253	334	587	44.7	1313
1974	319	430	749	65.9	168	220	388	34.1	1137
1973	407	456	863	75.4	136	146	282	24.6	1145
1972	448	525	973	79.6	102	147	249	20.4	1222
1971	512	606	1118	82.3	112	128	240	17.7	1358
1970	606	600	1206	84.9	107	108	215	15.1	1421
1969	589	524	1113	77.1	155	176	331	22.9	1444

WHITE STUDENT HOUSING AND ENROLLMENT 1969 - 1975



BLACK STUDENT HOUSING AND ENROLLMENT 1969 - 1975

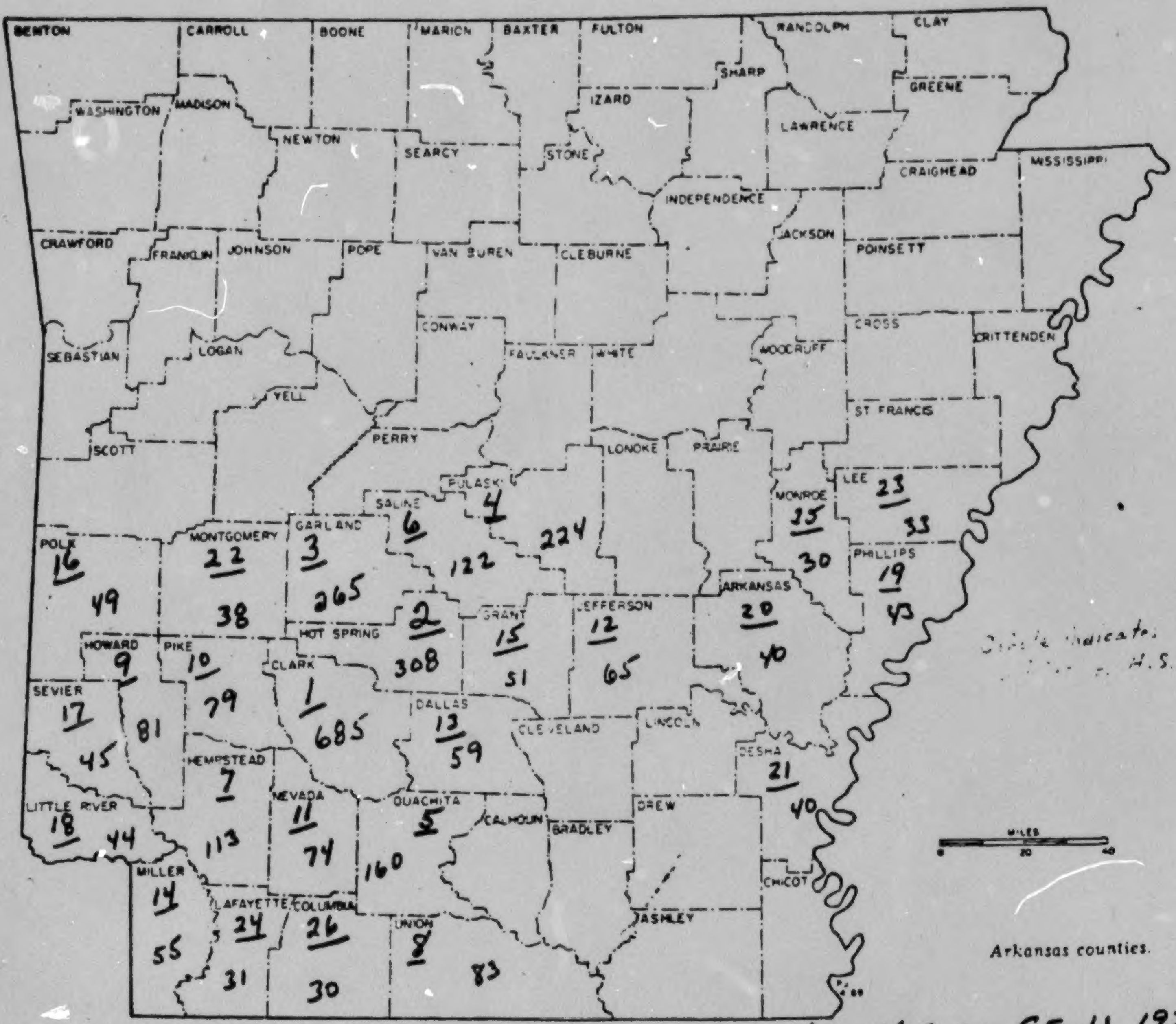


COUNTIES IN ARKANSAS REPRESENTED BY 90% OF THE IN-STATE STUDENTS
FALL 1975

	ALPHABETIC ORDER		DECENDING ORDER	
	Number of Students	County	Number of Students	County
1.	40	Arkansas	685	Clark
2.	685	Clark	308	Hot Springs
3.	30	Columbia	265	Garland
4.	59	Dallas	224	Pulaski
5.	40	Desha	160	Ouachita
6.	265	Garland	122	Saline
7.	51	Grant	113	Hempstead
8.	113	Hempstead	83	Union
9.	308	Hot Spring	81	Howard
10.	81	Howard	79	Pike
11.	65	Jefferson	74	Nevada
12.	31	Lafayette	65	Jefferson
13.	33	Lee	59	Dallas
14.	44	Little River	55	Miller
15.	55	Miller	51	Grant
16.	30	Monroe	49	Polk
17.	38	Montgomery	45	Sevier
18.	74	Nevada	44	Little River
19.	160	Ouachita	43	Phillips
20.	43	Phillips	40	Arkansas
21.	79	Pike	40	Desha
22.	49	Polk	38	Montgomery
23.	224	Pulaski	33	Lee
24.	122	Saline	31	Lafayette
25.	45	Sevier	30	Monroe
26.	83	Union	30	Columbia
	2847 or 90%		2847 or 90%	

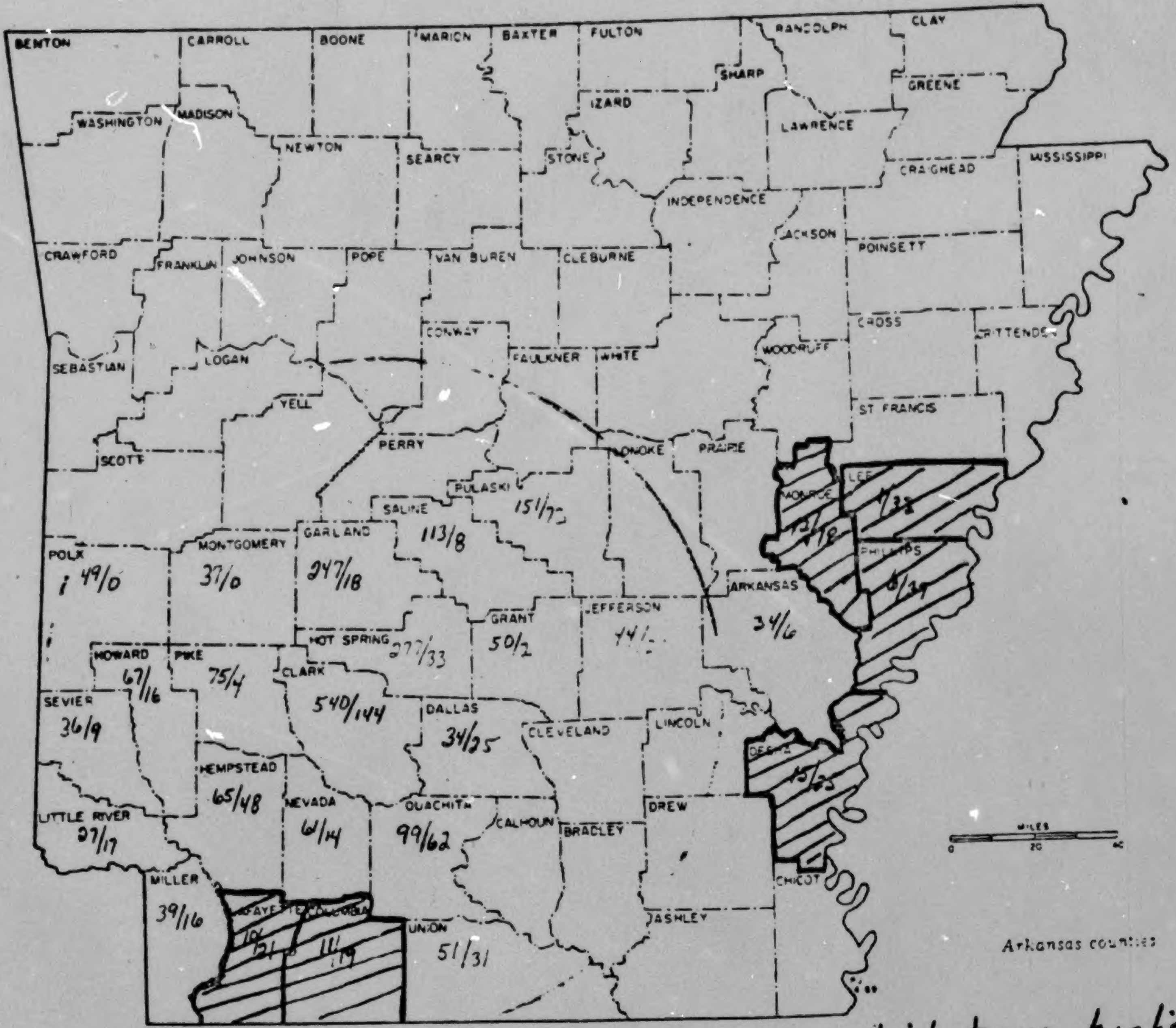
COUNTIES FROM WHICH 30 PERCENT OR MORE OF THE STUDENT POPULATION IS BLACK - FALL 1975

COUNTY	% BLACK	BLACK	WHITE
Conway	100	2	0
Jackson	100	1	0
Lee	97	32	1
St. Francis	96	27	1
Woodruff	90	9	1
Phillips	86	37	6
Prairie	83	10	2
Cross	75	3	1
Lafayette	68	21	10
Columbia	63	19	11
Desha	62	25	15
Ashley	60	15	10
Monroe	60	18	12
Pope	50	1	1
Crittendon	50	8	8
Faulkner	50	1	1
Lonoke	46	10	12
Calhoun	45	4	5
Drew	43	3	4
Hempstead	43	48	65
Dallas	42	25	34
Bradley	40	4	6
Lincoln	40	4	6
Little River	39	17	27
Ouachita	39	62	99
Union	38	31	51
Chicot	38	6	10
Pulaski	33	73	151
Jefferson	32	21	44

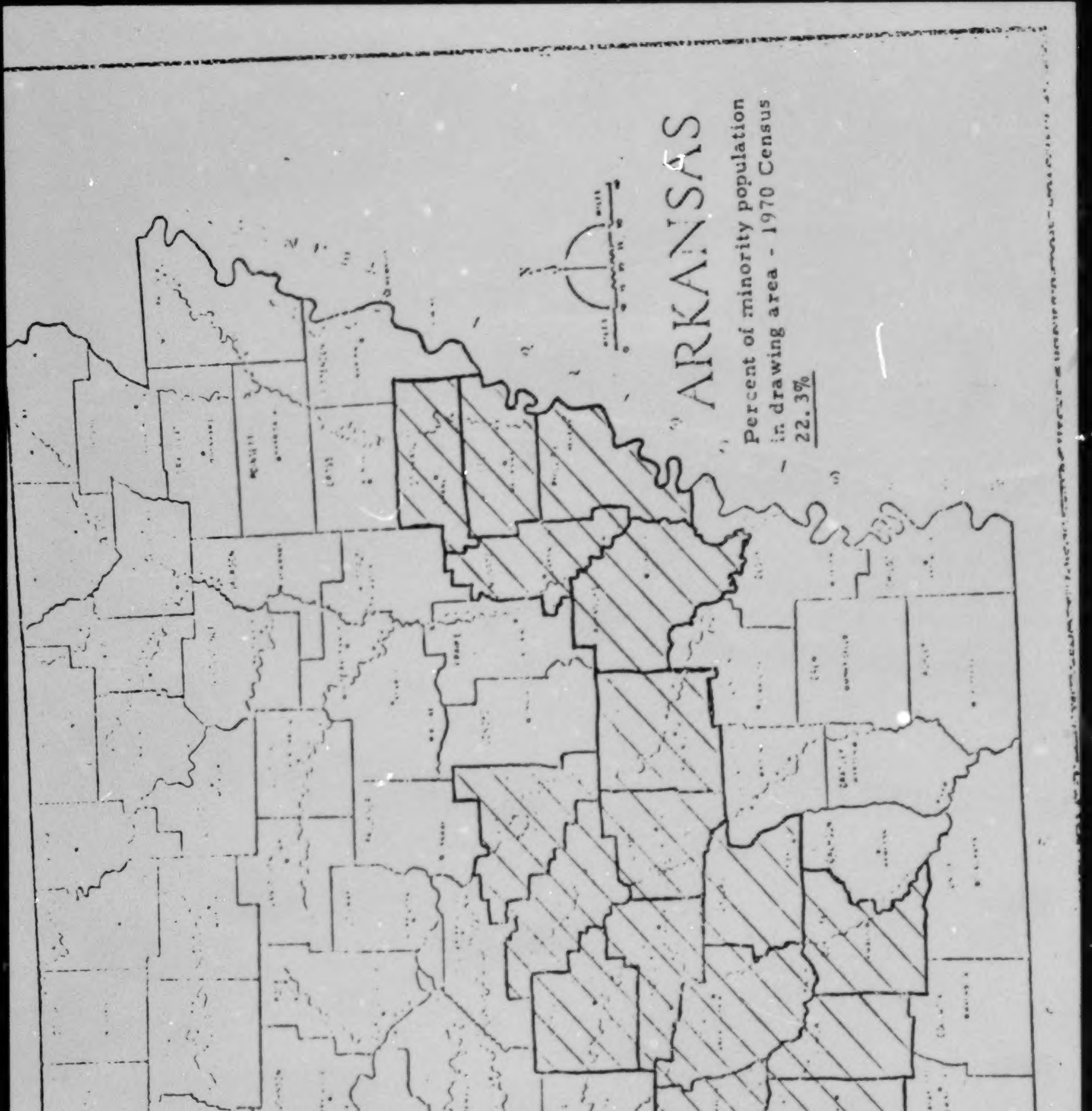

BENTON
CARROLL
BOONE
MARION
BAXTER
FULTON
RANDOLPH
CLAY
WASHINGTON
MADISON
SHARP
GREENE
IZARD
LAWRENCE
NEWTON
SEARCY
STONE
CRAIGHEAD
MISSISSIPPI
INDEPENDENCE
CRAWFORD
FRANKLIN
JOHNSON
POPE
VAN BUREN
CLEBURNE
JACKSON
POINSETT
CONWAY
CROSS
CRITTENDEN
SEBASTIAN
LOGAN
FAULKNER
WHITE
WOODRUFF
YELL
ST FRANCIS
SCOTT
PERRY
LONOKE
PRAIRIE
PULASKI 4 224
LEE 23 33
SALINE 6 122
MONROE 25 30
POLK 16 49
MONTGOMERY 22 38
GARLAND 3 265
PHILLIPS 19 43
ARKANSAS 20 40
HOT SPRING 2 308
GRANT 15 51
JEFFERSON 12 65
HOWARD 9 81
PIKE 10 79
CLARK 1 685
SEVIER 17 45
DALLAS 13 59
CLEVELAND
LINCOLN
DESHA 21 40
HEMPSTEAD 7 113
LITTLE RIVER 18 44
NEVADA 11 74
OUACHITA 5 160
CALHOUN
BRADLEY
DREW
MILLER 14 55
LAFAYETTE 24 31
COLUMBIA 26 30
UNION 8 83
CHICOT
ASHLEY
MILES
0
20
40
indicates 20 mile
H.S.U.

Arkansas counties.

26 Counties which furnish 90% of in-state students to H.S.U. (Fall 1975)
Figure underlined indicates rank order of the county. Other figure represents number of students


BENTON
CARROLL
BOONE
MARION
BAXTER
FULTON
RANDOLPH
CLAY
SHARP
GREENE
WASHINGTON
MADISON
IZARD
LAWRENCE
NEWTON
SEARCY
STONE
CRAIGHEAD
MISSISSIPPI
INDEPENDENCE
CRAWFORD
FRANKLIN
JOHNSON
POPE
VAN BUREN
CLEBURNE
JACKSON
POINSETT
CONWAY
CROSS
CRITTENDEN
SEBASTIAN
LOGAN
FAULKNER
WHITE
WOODRUFF
YELL
ST FRANCIS
PERRY
LONOKE
PRAIRIE
SCOTT
MONROE
LEE
4/38
12/18
PULASKI
151/7
SALINE
113/8
GARLAND
247/18
MONTGOMERY
37/0
POLK
49/0
PHILLIPS
8/39
ARKANSAS
34/6
GRANT
50/2
JEFFERSON
44/
HOT SPRING
277/33
HOWARD
67/16
PIKE
75/4
CLARK
540/144
SEVIER
36/9
DALLAS
34/25
CLEVELAND
LINCOLN
DESHA
15/25
HEMPSTEAD
65/48
NEVADA
6/14
OUACHITA
99/62
CALHOUN
BRADLEY
DREW
LITTLE RIVER
27/17
MILLER
39/16
LAFAYETTE
10/21
COLUMBIA
11/19
UNION
51/31
ASHLEY
CHICOT
MILES
0
20
40
Arkansas counties

26 counties with white/Black EnrollmenT. Counties which have higher Black enrollment are lined



ARKANSAS

Percent of minority population in drawing area - 1970 Census

22.3%

OKLAHOMA
TEXAS

SOUTHERN STATE COLLEGE

SENIOR INSTITUTIONS

Provide a brief description of the institution, including educational mission and factors which make the institution unique from other public institutions in the State.

Southern State College is located in Magnolia, which has a population of approximately 12,000. The city is situated in the southwestern part of the state on Highways 79 and 82. Bus companies make regular and easy transportation available to and from all sections of the state.

Magnolia is a growing, progressive town in the heart of a farming, timber, and oil-producing area. The people have always shown interest in Southern State students by welcoming them to participate in the civic and social life of the community.

Southern State College is maintained and operated to provide publicly-supported formal education above the secondary school level, particularly for residents of the southwestern section of Arkansas. The specific purposes of the college are designed to provide the educational services consistent with accepted standards in American education. Objectives which the college seeks to achieve are to:

1. Provide students with an opportunity to acquire basic skills, knowledge, and attitudes that are essential to fulfill citizenship in a free and democratic society.

2. Provide students with training for a field of specialization that will equip them to enter future scholastic training or enter an occupation suited to their abilities.

3. Provide adult education and consultative service, to the extent possible, to the people of the area which the college serves.

4. Develop institutional and personal research programs in order to seek suitable and effective ways of performing the basic services of the college, strengthen the foundation of the instructional program, and contribute to the existing body of knowledge.

STUDENTS

Describe in narrative the institution's undergraduate admissions policies, including admission to separate programs as teacher education and nursing, the impact of such policies on minority students, any anticipated changes in present policies.

General requirements for undergraduate admission are as follows: An applicant for the freshman class must present evidence of having graduated from an accredited high school or its equivalent and have a total record indicating likelihood of success in college. The college bases its acceptance of a student on his satisfactory high school record. Students from states not bordering Arkansas must rank in the upper one-half of their graduating class.

The college does not discriminate against any applicant on the basis of race, color, religion, sex, or national origin.

Students wishing to transfer from another college or university are welcome at Southern State College. In addition to the credentials required of all applicants, a transfer student must present an official transcript of credits and a statement from the school last attended confirming that he was honorably dismissed and would be eligible to enroll again.

The Education Division operates the college's Teacher Education Program which has its own admission standards. These are as follows: Students applying for admission to the Teacher Education Program must have completed 42 semester hours of credit with a 2.00 grade-point average or above, possess adequate physical health and physical abilities for good teaching, and have the personal and social traits needed for good teaching. Applicants are evaluated by a committee composed of the Chairman of the Division of Education, the faculty advisor in the student's major teaching field, and a member from the Division of Student Affairs.

In 1975 one hundred per cent of the graduates of the Education Division were in the teacher education program and had met the above criteria for admission. During the spring semester of 1976, three hundred and eighty-one students were on the admitted list - 16% black and 84% white. Since the total college enrollment is 16.5% black and 83.5% white, this indicates that blacks are probably admitted to the program of teacher education as readily as whites.

For admission to the Associate Degree Nursing Program applicants must meet all requirements for admission to Southern State College. In addition, students must have taken ACT or California Mental Maturity Test. If an applicant has an ACT composite score of less than 15 or California Mental Maturity Test rank of less than 100, the following courses must be completed prior to taking Nursing Process I (the first nursing course).

English 1113, 1123
Psychology 2003
Sociology 2003
Biology 2043, 2053
Home Economics 2003

An overall grade point average of 2.00 is required in all general education course work and a C or better is required in all nursing courses.

The impact of minority students is difficult to assess; however, our admission requirements are geared to helping the student (minority or not) meet the educational goals of the program with success. It has been found that for some students of poor academic background or with a poor academic base, the completion of the program at a slower pace better affords success.

Discuss admissions procedures and criteria for the graduate school and for separate graduate programs. Describe the impact of such policies on minority students, any anticipated changes in present policies.

Applicants who hold undergraduate Bachelor's degrees from accredited institutions will be admitted unconditionally if they meet one of the following criteria:

1. An overall grade point average of 2.50 (based on 4.00) on all undergraduate hours attempted, or

2. A grade point average of 3.00 on the last 60 semester hours completed.

Applicants are admitted conditionally if they meet one of the following:

1. Applicants with a bachelor degree from an accredited instituion who do not meet the grade point requirement for unconditional admission may be admitted with the condition that they maintain a "B" average on their first 12 semester hours of graduate study or submit a minimum satisfactory score on the GRE, MAT, NTE, or other nationally accepted test of academic ability with their application for admission.

2. Applicants who hold bachelor degrees from unaccredited institutions who have 2.5 or higher grade point averages will be admitted on the condition that they earn a "B" average on the first 12 semester hours of graduate study or submit a minimum satisfactory score on the GRE, MAT, NTE, or other nationally accepted test of academic ability with their application for admission.

On the basis of the information which we have generated during one summer and one full semester of operation, our graduate admission policy has no adverse impact on the enrollment of minority students in the program. To date, no minority person has applied for admission who was not admitted. We have a total of 142 graduate students enrolled this semester. These students consist of 120 Caucasians and 22 Blacks of which 75 are women and 67 are men.

The graduate program at Southern State is operating under an initial three year approval by the North Central Association of Colleges and Secondary Schools; consequently, we plan no major changes in admission policy during that period of time.

Provide a narrative profile of the student body, including racial composition of students entering the institution for the first time the fall 1975 semester. Include trends in student enrollment, geographic origins of students, and other factors which will characterize the student body.

Southern State College serves a college community comprised largely of a geographical area located in southwest Arkansas, neighboring parishes in north Louisiana, and adjoining counties in east Texas. Eighty percent of the students attending the college reside in seven Arkansas counties located within 50 miles of the campus. Since the majority of the students enrolled at Southern State College live in Columbia County and those counties adjacent to it, enrollment trends are directly related to the population trends of this area. This population area served by the college has been predicted to remain constant over the next three years.

The makeup of the student body has changed considerably during the past ten years. In 1966-67, the student body was nearly all white, with 96% of the students Caucasian, 3% Negro, and 1% "Other." Sixty-four percent were male; 36% were female. In the fall of 1975, the student body was 83% Caucasian, 16% Negro, and fewer than 1% "Other" with fifty-one percent male and 49% female. These categories have changed less than one percent since the fall of 1972 which indicate that a degree of stability has been reached in these areas. Another change has been the percentage of students who remain out of school one of more years following high school, from 3% in 1966 to 5% in 1969 to over 10% in 1975.

For the school years 1964-65 through 1971-72, 89% of all SSC students came from within the state of Arkansas and 11% came from out-of-state or foreign countries. Since the fall of 1972, 91% of all SSC students have come from Arkansas and only 9% from out-of-state or foreign countries. This is not expected to change significantly in the near future.

Discuss efforts to recruit minority students including high school visitations, Self-Help Program, cooperative recruitment programs with other institutions, use of biracial recruitment team, among other factors.

Extensive visitation of local high schools was begun during the fall semester in an effort to explain the programs and financial assistance offered as well as admission procedures of Southern State College. This program is being continued and expanded during the spring and will include Junior Colleges within our area, in addition to compliance with the state plan of organized career days in state two-year institutions. A brief film of the campus and printed materials are used during these visits to supplement the oral presentation, with a question and answer period available. Campus materials (yearbooks, brochures, CLEP applications and policy statements, catalogs, applications, etc.) are placed with local advisors to aid in the counseling of individual students throughout the year. When economically feasible, examinations have been given in high schools to aid the student's enrollment in this and other institutions, thus encouraging many students who would find it difficult to travel to regional test centers.

Participation in college and career days, sponsored by the County Extension Service and other agencies, by the staff and faculty has allowed the presentation of career information to numerous students throughout South Arkansas. These activities provide additional opportunities to explain Southern State's ability to assist these students in obtaining their career objectives.

Individuals indicating Southern State as a preference are called by staff and faculty members as a follow-up in an attempt to answer any questions the students or their parents may have pertaining to their possible enrollment. Personal letters are sent to these students providing pertinent information on additional academic aid and admission procedures when they are indicated to be necessary.

Campus visitation is encouraged for all prospective students so they may become familiar with the college environment. In November over 4,500 area high school seniors were invited to participate in Rider Day, an organized orientation visit on Southern State's campus. Plans are now being developed for another visit during the spring, primarily for transfer students.

Names of regional students received from sources such as the National Achievement Scholarship Program for Outstanding Negro Students are contacted with congratulations and encouraged to attend Southern State. Detailed information is also provided at this time about the school and assistance programs.

Black personnel have participated in the career days, visitation programs, and follow-up procedures. Black students also have taken an active part in serving as tour guides and resource personnel in campus visitation programs and when feasible, accompanying representatives during visitations. The use of black personnel and students in high school visitation will be expanded during the spring as class schedules permit.

This expanding use of minority race individuals in all phases of the recruitment effort is enabling the college to expand its appeal to prospective minority students within our service area by increasing personal contact, thus reudcing fears of alienation.

Discuss efforts to recruit minority students for graduate programs, including an assessment of the effectiveness of such efforts.

The only effort to recruit students for the graduate program at Southern State College has been an effort to inform all teachers in this area of the fact that we have a program approved by the North Central Association. This information was mailed to all public school superintendents and principals in our area of Arkansas with a request that it be placed on faculty bulletin boards. Our college recruiters, and supervisors of all Southern State students in school and work related assignments talk with the teachers, with whom they come in contact, about our graduate program. A limited amount of information concerning the Southern State graduate program has been disseminated through local and state newspapers and radio.

Since our graduate school has been in operation for only a part of one year, we have made no formal assessment of the effectiveness of our recruiting efforts; however, we are pleased with our enrollment at this point. Our efforts to recruit have been directed toward all qualified applicants without regard to race, religion, or sex. The current graduate enrollment at Southern State College is made up of 120 Caucasians, 22 Blacks, 67 men and 75 women.

Discuss retention programs, including special skills programs, and efforts to encourage minority student participation in campus activities. Provide all available information on retention rates of minority and non-minority students.

During 1975-76 Southern State College is participating in two federally financed programs that should assist in the retention of students. One of these is a Special Services program designed to help build self-confidence, develop motivation, and overcome lack of cultural and/or academic preparation for college. This program provides special counseling, tutoring, basic courses, and financial aid to students who would have been denied aid under the regular college program.

The Title III program at Southern State has assisted in establishing a new learning center on campus. This center is fully equipped with diagnostic and instructional equipment including a wireless instructional system,video tape system, controlled readers, audio recorders, perceptual trainers and standard audio visual devices. Participants with educational backgrounds which have inadequately prepared them for successful performance at the college level will be diagnosed for strengths and weaknesses, and remedial individualized instruction will be given.

Students have been informed of these programs through the campus newspaper, the Bray, and through articles in the Daily Banner News, daily publication in the city of Magnolia, Arkansas.

In an effort to encourage minority student participation in campus activities and to promote better relations amont the students, the human relations committee is planning a "Chocolate/Vanilla" Shake for April 3. The objectives of this "shake" are twofold--to raise awarenesses of subtle prejudices, and give suggestions as to bettering the situation. All campus organizations are participating in this event which is to take place at the Dow Chemical Company Lakehouse.

Southern State followed the instructions for reporting OCR Form 1000B5 to determine the retention rates of students by race in the undergraduate, and graduate program levels. At the present time we are retaining 70% of Black students and 64 percent of white students.

FINANCIAL AID

Discuss financial aid availability, the sources of financial aid funds, and the adequacy of these funds to meet the needs of minority students. Provide a narrative profile, based on the most recent data available, of students receiving financial aid. Include race and other descriptive information on students receiving financial aid.

The following sources of financial aid are available to meet the needs of minority students.

1. College Work-Study. Currently adequate funds which can be effectively used are received in this category. Further, our yearly application indicates a need for an increase in these funds to help defray the rising cost of attendance. Estimated disbursements for the current year to minority students from these funds are - 81 black male students, $40,196; 108 black female students, $69,168; and one (1) American Indian, $1,448. In addition, four (4) black students will receive approximately $800 from institutional employment.

2. Basic Educational Opportunity Grants. The amount of funds awarded each recipient from these funds was computed by one central national office. Estimated disbursements for the current year to minority students from these funds are 45 black males, $33,250; and 49 black females, $33,825.

3. Supplemental Educational Opportunity Grants. These funds are available to those students who first entered a post-secondary educational institution before April 1, 1973. They were not eligible according to Federal guidelines to apply for the Basic Educational Opportunity Grant. Estimated disbursements to minority students from these funds are - 34 black males, $14,300; 62 black females, $27,400; and one (1) American Indian, $500.

4. National Direct Student Loans. Adequate funds are currently available in this fund to meet the needs of minority students. Estimated disbursements for this year to minority students from these funds are - 71 black males, $24,065; 106 black females, $32,345; one (1) American Indian female, $1,000; and one (1) Hispanic female, $975.

5. Guaranteed Student Loan. Estimated disbursements for the current year of Federally Insured Loans to minority students are - five (5) black males, $4,900, and seven (7) black females, $7,800.

6. Miscellaneous Financial Aid. Estimated institutional tuition waivers awarded to minority students this year are - two (2) black males, $800, and eight (8) black females, $1,306. Estimated scholarship awards for the year to minority students are - 24 black males, $24,481, and four (4) black females, $3,057. Estimated Vocational Rehabilitation Grants disbursed to minority students are - two (2) black males, $800, and one (1) black female, $400.

Adequate funds are currently available to minority students enrolled in the graduate program through the student employment and/or loan programs.

Federal and local legislation is being researched to find new sources of financial aid for needy students. Also, the college administration and the Director of Student Financial Aid individually and collectively through their respective state, regional, and national organizations advise representatives at all levels of government of the needs and adequacy of financial aid for needy students. Should present programs of financial aid be funded as projected, adequate funds should be available for needy minority students.

EMPLOYMENT

Provide a narrative profile of faculty, administration, and classified staff, including racial identification. Discuss efforts that have been made to recruit minority applicants for faculty, administrative, and classified positions.

Southern State College employs 98 full-time faculty members. These include 67 men and 31 women. Three of the full-time faculty are black. There are thirteen part-time faculty members. These include six men and seven women. One member of this group is black. Black faculty members make up 3.6% of the instructional staff of the college.

The administrative staff is composed of 17 white staff members (15 men and two women). At the present time there are no blacks on the administrative staff.

The classified positions at Southern State College are filled as follows: There are 24 secretarial/clerical employees, 18 full-time and six part-time. All twenty-four of these employees are white females. There are three technical/paraprofessional employees, two full-time and one part-time. These employees are white and include two females and one male. There are 13 white employees in the skilled crafts, 12 men and one woman. No blacks are presently employed in this classification. There are 60 service/maintenance employees, 16 male and 44 female. Forty-seven of the service/maintenance employees are black and thirteen are white.

When a vacancy occurs on the faculty, an effort is made to advertise same in a wide variety of ways so as to give all groups an equal opportunity to apply. Methods currently used are:

1. To send the vacancy notice to approximately 65 colleges and universities nationwide who offer graduate degrees in the particular area concerned. Black colleges are included.

2. To advertise the vacancy with a brief job description in the professional journal of the discipline concerned.

3. To notify the local employment office.

4. To send the vacancy notice to at least two commercial teachers' agencies.

5. To place the ad with a brief job description in the Chronicle of Higher Education.

The above precedures advertise any vacancy at this institution nationwide, make it available to all groups alike and, in addition, every notice carries the stipulation that Southern State College is an equal opportunity institution.

Provide a narrative of the progress made to improve minority representation among employees within job classifications.

The college policy of equal opportunity for women and minorities has been posted on our bulletin board and is stated in the Plant Department Standards and Practices Handbook. Construction and alteration contractors have been advised of the college's equal opportunity requirements.

When a job opening occurs, we offer this to our present employees. If we cannot fill this job within the department, we contact the Arkansas Employment Service.

The Plant Department maintains the following files on all job vacancies:

1. A list of all advertisements placed
2. A list of all recruitment resources contacted
3. A file containing all applications and/or vitae received, solicited or unsolicited.
4. Application which shows race, job title, recruitment source and date of application.

Skilled people available for work in this part of the state are very scarce, expecially black skilled people. The Plant Department has made every effort to fill jobs with the most qualified people available, however, with the competition of local industry, we don't have much choice but to take what we can get.

PROGRAM COOPERATION

Discuss cooperative program efforts with other institutions designed to improve interracial understanding and acquainting minority students with the institution, including Orientation Visits, Cultural Exchange.

Cooperative program efforts with other institutions have included the following types of activities:

1. Orientation visits were made to all Arkansas community colleges by the college recruiter and one or two students, one of whom usually represented a minority group. During these visits the recruiter and students had an opportunity to discuss all aspects of the Southern State College program and the community college program, especially as they related to the specific needs of the individual student. The SSC students visiting the host campus with the recruiter had an opportunity to compare the facilities, programs, activities, and services offered by the host campus compared with those available at the home campus.

2. Each fall, SSC sponsors "Rider Day" in which high school seniors from counties within 75 miles of Magnolia are invited to the campus for a day of activity and information gathering. The student organizations on campus are responsible for preparing and staffing activity booths in the college union. The purpose of these booths is to provide information to the prospective student about the kinds of programs and activities available and their impact on the student. Each year, the Black Studies Program has maintained a booth which explains the nature of that program and how it relates to the college experience of the entering student.

It should be added that during Black Emphasis Week each fall and Black History Week each spring, a number of outstanding speakers from other campuses and from many communities make presentations to interested SSC students. The value of such visits is readily seen in the effect on cooperative problem solving activities and "concern for understanding" that is often revealed by all groups on the campus.

The press of classroom work, study and campus activities that involve the entire student body make extensive visits or exposure to other schools a difficult goal for which to plan. That all SSC students have an opportunity to meet the challenges of daily student life together is a valuable asset to interracial cooperation which often will grow more resplendent through close, sincere friendships. Because of this, the SSC program continues to put greater emphasis on these areas of intracampus concern fully realizing that the trust, honesty and approaches to problem solving learned on this campus will transfer to many current and later experiences.

UNIVERSITY OF CENTRAL ARKANSAS

DESCRIPTION OF THE INSTITUTION

The University of Central Arkansas is a multi-purpose institution of higher education. Its mission is to expose students to the broad dimensions of human knowledge and from this exposure to encourage students to be active learners through out their life span. The University offers programs ranging from liberal arts to highly specific professional vocations.

STUDENTS

A. Admission

Beginning freshmen students are eligible for admission upon completion of requirements for a high school diploma.

Admission to the programs in Physical Therapy and Occupational Therapy is competitive and, in the main, admission is based on cumulative grade point average and grades in science courses. Interviews are held with each applicant and limited weight is assigned to these interviews.

Admission to upper division nursing courses is based primarily on grade point average. A score of 18 on the American College Test is required; however, the admissions committee can waive this. A proposal has been submitted to drop the ACT requirement and use scores from the Pre Nursing and Guidance Test developed for the National League of Nursing.

ACT scores for nursing students were not kept on the basis of race: consequently, profiles are not available. The PNG Test does not have a disparate impact on blacks.

B. Enrollment Data

In the fall semester 1336 students enrolled at UCA for the first time. A total of 113 black students enrolled for the first time (49 males and 64 females).

The enrollment of the University is expected to increase; however, this increase will be gradual. The University draws students from all counties in Arkansas. Central Arkansas is the University's primary drawing area; but, in recent years, enrollment by non-Central Arkansas students has increased to the point that the percentage of Central Arkansas students to the total student body is declining.

C. Recruitment

In addition to its regular recruitment program, biracial teams have visited community college and school districts in order to explain UCA offerings to prospective students.

D. Developmental Skills Program

The purpose of this program is to help individual students by providing counseling (vocational and personal) and tutorial services.

In the fall semester (1975), 51 black and 100 white students were involved in the study improvement program the Skills Developmental Program offers.

In the spring semester (1976) students whose nine week grade point averages were less than 2.0 were sent a report that urged them to contact their advisers. At the same time, advisers were given cards containing the names of students who were advised to contact them. When conferences are held, advisers will write on the cards actions that were taken. These cards will be reviewed by the Dean of the Undergraduate School, and, in the case of graduate students, by the Dean of the Graduate School.

FINANCIAL ASSISTANCE

In the year 1974-75, UCA awarded a total of $1,571,907 in financial assistance. Of this amount, $138,331 was awarded to 167 black male students and $243,667 to 334 black female students. In 1975-76 it is believed that at least this amount will be awarded to black students.

More than 90 per cent of black studnets receive financial aid. We view this high per cent as evidence of the University's efforts to advise black students that financial assistance is available and that the University will award financial aid to black students.

EMPLOYMENT

A. Faculty and Administration

There are two full-time black faculty members at UCA. Both of them have administrative assignments because one serves as the Director of the Development Skills Program and one as Chairman of the Occupational Therapy Department. Two persons are on leave and it is hoped that both will return to UCA in the fall, 1976 semester.

Every effort is being exerted to attract black faculty members including: (1) placing notices in appropriate journals, (2) using recruitment sources identified in *Professional Women and Minorities: A Manpower Data Services,* (3) notices of the vacancy sent to the ten universities with largest black enrollments, (4) a personal letter to persons holding Dissertation Year Awards from the Southern Fellowships Fund, (5) posting notices at professional association meetings, (6) use of the manpower resources program of the Arkansas Department of Higher Education, and (7) other sources of help that are available to us.

At this time we have received responses from two black persons; however, it is not known if either will make a formal application. We have called and written letters to both to show our desire of them applying for positions but, at this writing, neither has done so.

A recent action by the Governor has virtually eliminated travel funds and, as a result, plans for visitation to predominately black universities have been postponed.

B. Classified Employees

We identified in our Affirmative Action Plan our intent to increase the number of black persons in classified positions. To accomplish this, every classified position that is created or becomes vacant is made known to the Director of Affirmative Action who, in turn, advises the department as to actions that must be taken before the position can be filled. Notices are placed in the local newspaper, ESD is advised, the Central Arkansas Community Action Program is notified, and black members of the Affirmative Aciton Committee are asked to inform their friends about the vacancy.

These procedures are working very well with respect to maintenance and cafeteria personnel; yet, to date there has been only one black applicant for a secretarial position. This may be explained by the fact that clerical vacancies that have occurred are for "clerk typist" positions and the salaries for these positions is less than that other Conway employers pay.

PROGRAM COOPERATION

The University cooperates with all activities directed by DHE. Arrangements are now being made to transport students to the campus for orientation visits.

UNIVERSITY OF ARKANSAS

I. Description of the Institution

The Fayetteville campus of the University of Arkansas was established as the original land-grant institution in the state. It has traditionally served as the primary state university and as the major institution to the state which offers doctoral work and work in the professions such as law, professional engineering, and architecture.

The University of Arkansas - Fayetteville serves the state as a multi-purpose residential university with broad offerings at the undergraduate, masters and doctoral levels. Quality is a goal in all programs and emphasis is placed on programs at the graduate level, the professions, and research activities.

II. Students

A. Undergraduate Admissions

1. General Undergraduate Admissions Requirements

Any graduate of an accredited high school who presents the minimum number of required units may be admitted to the University of Arkansas. However, students with less than a "C" average must satisfy one of the following conditions: (1) Have achieved a composite score of 18 or better on the ACT test. (2) Participate in the Special Services Program. (3) Participate in a program equivalent to special services. Admission to the University of Arkansas requires 15 high school units, including 3 units of English, 1 unit of mathematics, 2 additional units of mathematics and/or science, and 1 unit of social science.

2. Admission to Teacher Education Program

A student enrolled in the University who expects to complete an approved preparation program and be recommended for a teaching certificate will as an initial step seek admission to the University Teacher Education Program. Usually this takes place after the student completes at least two semesters of college study and before he or she attains junior standing. An application for admission may be initiated when the student has earned credit in Psychology 2003, English 1013, English 1023, and Speech 1302 (or has been granted exemption); has an overall grade point average of 2.0; and has completed Educational Foundations 2003 with a grade of "C" or better. Applications are considered by the Admission to Teacher Education Committee. Students whose applications are not approved are advised concerning apparent deficiencies, the probability of approval at a later date, and the opportunity to appeal the decision.

B. Graduate Admissions

1. Regular Admission to Graduate Programs

A graduate from the University of Arkansas, or from an accredited school requiring substantially the same undergraduate program as required in the University may be admitted to graduate status if his or her average is 2.5 (A=4, B=3, etc.) or above for all work recorded covering the undergraduate program, or a 3.0 average or above on the last 60 hours of undergraduate credit.

2. Conditional Admission to Graduate Programs

If an applicant does not meet the above criteria for regular admission to the Graduate School, she or he may be admitted, with the approval of the department concerned and the Graduate Dean, on a 12-hour condition. To remove this condition and achieve regular graduate school admission status, the student may either (1) present satisfactory scores on the GRE or equivalent examinations, or (2) earn a "B" (3.0) average on the first 12 hours of graduate level work for the degree program.

3. Standardized Tests Used for Admission to Graduate Programs

Admission to graduate standing does not admit a student to a specific degree program. Therefore, in addition to satisfying the general requirements of the Graduate School, the applicant must comply with the specific requirements (such as background work, etc.) and have the approval of the department in which he or she desires to pursue advanced study. The following departments require the GRE (or equivalent test):

English requires a GRE aptitude score of 1150 and an advanced score of 580. (Some flexibility is allowed for minorities.)

Psychology requires approximately 1500 for aptitude and advanced GRE (a special committee deals with admission of Blacks).

Zoology requires 1000 on aptitude plus an advanced test score in the 75th percentile or above (or evidence of other scholarly achievement).

The Master of Business Administration and the M.S. in Accounting Programs require a GMAT (formerly the Admissions Test for Graduate Study of Business) score. Students are required to offer the following alternative test scores and grade index combinations to be admitted to the program:

1. Score of 450 or above on the GMAT and overall undergraduate grade point average of 2.5 or above (4.0 system) or junior-senior grade point average of 3.0 or above (4.0 system); or

2. A total of 950 points based on the formula: 200 times the undergraduate GPA (2.5 or above on a 4.0 system) + the GMAT score; or

3. A total of 1,000 points based on the formula: 200 times the upper-division GPA (3.0 or above on a 4.0 system) + the GMAT score.

The American Association of Collegiate Schools of Business does permit the BA departments to admit up to 20% of their graduate students with scores less than the established norms.

At the doctoral level several other departments require the aptitude, and in some cases, the advanced parts of the GRE. In every case some flexibility is allowed in establishing the "cutting scores." For example, in the various doctoral areas in the College of Education a "profile" method of admission is used. Under this arrangement the GRE is only one of several devices (such as grade point, recommendations, interviews, experience) used. Entomology, Plant Pathology, History, Botany, English, Psychology, and Zoology indicate that a "reasonable deviation" from standard GRE requirements is permitted in the case of minorities.

As soon as possible the Graduate Council plans to undertake a study to ascertain whether such tests as the Miller Analogies Test and the Admission Test for Graduate Studies in Business do indeed have a built-in cultural bias. In the meantime, the Graduate School will advise the appropriate graduate departments to use utmost care in evaluating scores obtained from questionable tests.

The Graduate School's "conditional admission" program, described above, and the flexibility allowed by various departments in using standardized test scores mean that few, if any, students are denied admission because of biased test scores. In all cases, admission standards are designed to permit fair treatment of minority applicants.

C. Composition of the Student Body

More than 12,000 students are currently enrolled at the University of Arkansas - Fayetteville. They come to the University from all of the counties in Arkansas, from every state in the Union, and from more than forty-five foreign countries. The largest numbers come from Washington, Pulaski, Benton, Sebastian and Jefferson counties in Arkansas. Out-of-state students come mainly from contiguous states, especially Texas, Oklahoma and Missouri.

Exact figures are not currently available on the racial composition of the student body, but it is estimated that approximately 3.5% of all undergraduate students are black. More accurate information on the racial/ethnic background of students is expected to be available in the future.

It is difficult to generalize about trends in student enrollment for the Fayetteville campus. Figures for the past seven years show relatively stable enrollments from year to year except for an increase in the fall of 1971 and another increase in the fall of 1975. The 1971 peak was followed by a return to previous enrollment levels. Geographic origins of students appear to have changed very little in recent years. The geographic origins of this year's freshman class are very much like those of the rest of the student body.

D. Efforts to Recruit Minority Students

Representatives of the University visit every high school in the State of Arkansas for recruitment purposes on an annual basis, often in conjunction with "career day" or "college day" programs. Faculty, staff and student volunteers are used in recruitment efforts. This year 120 white and 30 black representatives of the University are expected to participate. A General Information Brochure, containing information about admissions, financial aid, application procedures, housing, academic programs and student life, is distributed to each student contacted by the recruiters. The recruiters themselves participate in a training program which provides them with information about the University, particularly financial aid resources. Several black students, including four National Achievement Semi-finalists, have been brought to campus for an orientation visit. In addition, Wanda Smith, Assistant Dean in Student Affairs, and Gail Gant, President of BAD, spent a week after Christmas in the Little Rock and Pine Bluff high schools talking with black students about the University of Arkansas.

Because community colleges in Arkansas are beginning to supply more students to the University, recruitment efforts at these institutions are being increased. Biracial recruiting teams, including administrative personnel from the Deans' offices who can do on-site transcript evaluations, are being used in this effort. Visits have been made to each community college in the state, with the exception of Mississippi County Community College. Orientation visits are planned in the spring for students from Phillips County, East Arkansas, Garland County and Westark Community Colleges.

One recruitment project will bring a group of sixty-six black high school students to campus in conjunction with Black Awareness Week. They will be housed in University dormitories, have their meals paid for by the University, and will be encouraged to participate in a variety of activities scheduled during the weekend, including a presentation by black professional people concerning non-traditional career opportunities.

The recruitment program is coordinated by Frank Graham, Director of School and College Relations with the quarter-time assistance of Wanda Smith, Assistant Dean.

E. Graduate Student Recruitment

A general brochure describing all graduate programs offered on the Fayetteville campus is distributed widely to other colleges and universities by the Graduate School. Additional recruitment of graduate students is carried out by individual departments. Their recruitment techniques, including efforts to attract minority students into graduate programs, will be documented in departmental affirmative action plans which are being prepared during the current semester.

F. Retention Programs

Remedial and supportive programs offered by the University which are likely to assist in the retention of minority students include those offered by Special Services and by the Counseling Center. The Special Services project is sponsored jointly by the U.S. Department of Health, Education, and Welfare and by the University of Arkansas. Its purpose is to provide services that will help students to initiate, continue, and resume college work, including guidance services, developmental and remedial classes, tutorial services, academic advising, career counseling, personal counseling, and enrichment activities. Eligible student generally fall into one or more of the following categories: students whose family income falls within the 0-$9,000 bracket, students who come from unusually large families, rural students who live in cultural or geographic isolation in sparsely populated areas, veterans and physically handicapped persons, students whose racial or ethnic background has caused them to be secluded from the mainstream of American culture, students who formerly have participated in a Talent Search, Upward Bound, or Model Cities project, and students who do not have an adequate command of the so-called "standard dialect" of the English language which is utilized in college courses.

The Counseling Center offers a Study Skills program designed to help students improve their study habits and learning abilities. The Study Skills staff work with students to develop techniques of efficient time management, memory improvement, effective listening, good notetaking, and methods for relieving test anxiety. Many students seeking study skills assistance come in on their own; others come at the suggestion of an instructor, advisor or a Special Services staff member. This semester letters were sent to all students placed on academic probation informing them of the Study Skills program and inviting them to participate.

Campus activities are broadly publicized through various media. The Minority Assistants, black students employed under a special program developed by the Housing Office to address the needs of minorities living in residence halls, have made special efforts to keep black students informed about campus activities and to encourage their active participation.

III. Financial Aid

A. Sources and Availability of Financial Aid

The University offers financial aid in various forms including BEOG grants, SEOG grants, Vocational Rehabilitation Grants, State, and other grants, NDSL loans, State Insured Loans, Institutional loans, scholarships, Federal Work/Study employment, employment by the Institution, etc. Many of these funds are available on a formula basis or in other ways reflect changes in student enrollment.

Racial and other characteristics of students receiving financial aid are not available at this time. Such information will be collected systematically in the future.

B. Efforts to Fund New Sources of Financial Aid

As has been noted above, several of the current sources of student financial aid provide funds in proportion to student enrollment or to student need. In addition, the University through its Development Office and other means, continually solicits donations, grants and bequests that will provide additional sources of scholarship funds.

C. As the minority student enrollment at the University increases, the need for financial aid resources is likely also to increase. Whether available resources will be adequate to meet the growing need is uncertain at this time.

D. Financial Aid for Minority Graduate Students

Financial assistance resources are essentially the same for all graduate students, regardless of race. These include graduate assistantships, scholarships, fellowships, loans, and other forms of aid from both internal and external sources. Departmental affirmative action plans will describe provisions to insure that such sources of financial aid are available to minority students on an equitable basis.

IV. Employment

A. Current Minority Employees

There are currently seven full-time black faculty members employed on the Fayetteville campus; one of the seven is a new hire and the rest have been on campus for two years or more. There is also one black Research Associate and several black Graduate Assistants.

Black administrative and other staff members include the newly-hired Assistant to the President, the Director of Student Financial Aid, the Director of Special Services, the Assistant Director of the Student Union, the Director of the Right-to-Read Program, an Assistant Dean in Student Services, the Night Manager of the Student Union, a Program Advisor in the Counseling Center, an Assistant Football Coach, two Department of Public Safety Officers, one Food Service Supervisor, one Data-Input Operator, one Animal Care Specialist, five Clerks and two Custodial Workers.

Black employees who are paid through the Fayetteville campus, but whose major work activities are performed elsewhere in the state, include ten Extension Specialists, thirty-one County Extension Agents, six Clerk-Stenographers in the Extension Service, three Secretary I's, one Secretary II and one Secretary III, all in the Extension Service, four Custodial Workers on the Tech Campus, and three Farm Workers and one Farm Maintenance Worker employed at various Agricultural Branch Stations.

All of the employees mentioned above are regular, appointed employees. Data on hourly employees are not available at this time.

B. Employee Recruitment Efforts

In the recruitment of both faculty and administrative staff, efforts to reach minority applicants have been increased. All positions are advertised nationally, generally through several methods, and all positions are publicized through Spectrum and are sent to the "Clearinghouse" established by the Department of Higher Education as part of the State Desegregation Plan. Specific details of recruitment efforts and procedures will be outlined in the forthcoming departmental affirmative action plans. Recently instituted record keeping procedures regarding referral sources for applicants should aid in assessing the effectiveness of various advertising methods in reaching minority applicants.

Classified staff positions are advertised in local newspapers, in notices sent weekly to campus offices and in Spectrum. In addition, weekly notices of staff vacancies are sent to leaders of the Fayetteville black community.

C. Progress Made to Improve Minority Representation Among Employees

As mentioned above, only one new faculty member is black. The Assistant to the President is also a new employee and the Assistant Director of the Student Union was appointed during the current fiscal year. There have also been a few new additions to the black classified employees on campus.

V. Program Cooperation

Most of the University's cooperative efforts with other institutions have been in the area of academic programs, such as the cooperative program in Engineering which was established with the Pine Bluff campus.

An articulation agreement for transfer of credit from community colleges to the University of Arkansas has been proposed. The draft agreement is now in the process of being reviewed by the various colleges of the University. It is anticipated that details of the agreement will be worked out this spring.

UNIVERSITY OF ARKANSAS
School of Law

The School of Law was established on the Fayetteville campus in the fall of 1924. It follows the standards of legal education prescribed by the American Bar Association and the Association of American Law Schools. The School has been on the approved lists of these accrediting agencies since 1926 and 1927, respectively.

The primary objective of the School is to provide a thorough preparation for the practice of law, and to prepare the student either to practice in common law jurisdictions or to seek employment in government or private business.

Additional objectives sought by the school include the advancement of knowledge about the law and the application of knowledge to the improvement of law through research. Moreoever, the school is concerned with keeping practicing lawyers abreast of new developments in the law via continuing legal education. The School in collaboration with the Arkansas Bar participates in continuing education programs with the guidance and involvement of the faculty.

Students

The student body is comprised of approximately 500 students. The beginning class of 1975 consisted of 225 students. Thirteen members of this class were members of ethnic minority groups (12 Black Americans; 1 American Indian). There is a total of 27 minority students in the School of Law.

Minority recruitment is done with individual visits to the college campuses in Arkansas; a pre-law advisors conference; and combined efforts with the Black Law Student organization in recruitment at predominantly minority campuses.

The recruitment visits to the campuses are conducted by both faculty and students. Minority students are informed of the program and encouraged to apply.

The pre-law advisors conference is held in the fall semester at the law school. The advisors from all the campuses in Arkansas are invited to attend. Information concerning the law school's program is disseminated. Additionally, these advisors are strongly urged to assist in the identification of minority students interested in legal education.

The combined efforts with the Black Law Students include participating in the Law Day activities and support of any of their recruiting efforts. Principally, this support is in the form of supplies, materials, and office space.

This program has been effective in terms of increasing the number of minority students enrolling each year. Since 1974 we have gone from five minority students enrolling to the thirteen this year. However, our recruitment could be even more effective if additional scholarship funds could be provided to attract minority students opting to go to school out of state because of substantial scholarship grants.

The School of Law has no formal retention program. As the Dean has stated previously in his annual reports to the President and memoranda to the Executive Vice President, such a program is one of our most urgent needs. All of our current retention programs are informal and exist only because of a faculty commitment to accept this overload as a part of their commitment to a quality legal educational program.

Financial Aid

The School of Law generates its own financial aid from endowed gifts, scholarships, and awards in the approximate amount of $6500.00 annually. Additionally, students obtain aid in the form of loans (National Defense, Guaranteed Student Loan, Rural Endowment) and/or work-study grants from the office of Student Financial Aid. Minority students can further obtain grants from the Earl Warren Legal Training Program; Council of Legal Education Opportunity; and other American Indian movement organizations.

This current year the School of Law granted 28 scholarships. Eighteen were granted to males in the average amount of $225.00. Two of these recipients were black male students and their scholarships were in the amounts of $250.00 and $400.00. Ten scholarships were given to women. The average grant to these persons was $255.00. There were no female ethnic minorities applying for financial assistance. Six minority students received Earl Warren grants in amounts ranging from $800.00 to $1000.00 for the year. Two minority students received CLEO grants in the amount of $1000.00. One minority student received $1000.00 grant from the American Indian Foundation.

As previously mentioned, the Dean in his annual report to the President indicated our urgent needs to enable recruitment of minorities. Included in these needs was the request for more scholarship funds. Many talented minority students leave the state simply because we cannot even offer a full tuition scholarship. If we could receive double the amount of our present scholarship funds it would be helpful. However, three times that amount would be needed to allow us to be effective in recruiting.

The School's efforts to find new sources of financial aid include solicitation of our own alumni, which has resulted in three new gifts this year; and cooperative efforts with the University's Director of Development. Moreover, it is hoped that the School of Law will be able to hire soon an additional administrative person among whose responsibilities will be the generation of new scholarship monies.

Employment

The School of Law currently employs 22 faculty members. This group consists of three Caucasian females, 18 Caucasian males, and 1 Black male. This group also includes members of the administration, composed of 2 male Caucasians and 1 female Caucasian.

The classified staff consists of ten full-time Caucasian females and three part-time Caucasian females.

Efforts to recruit minority persons for these positions include advertising locally and in national publications, and an intensive effort on the part of our recruitment committee and our professional association, the Association of American Law Schools, to identify and encourage minorities to apply for positions.

We are currently attempting to hire a Black male professor. Another Black applicant accepted a position at Georgia prior to our making him an offer. Last year we were able to hire both a Black male professor and a Caucasisan female in a teaching and administrative position.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

The University of Arkansas at Little Rock, being the only state-supported institution located in a major urban area, shall be cognizant of the needs of urban Arkansas. Quality programs at the undergraduate level shall be emphasized in the liberal arts, sciences, engineering technology, business, education, criminal justices, gerontology, and other areas common to the urban university. Graduate programs shall be initiated when there is ample evidence that such programs can more adequately be provided by the University of Arkansas at Little Rock than at other institutions or that they should be duplicated in the Central Arkansas region. Such efforts should proceed only after careful consultation with appropriate accrediting agency officials to insure that institutional accreditation is not jeopardized. Programs will be provided for undergraduate students, accepted for enrollment in accordance with stated admission policies. whose pre-college educational background needs strengthening.

Students

Admissions

1. General undergraduate

   Each applicant presents the following: completed application, complete official transcripts of all previous academic work and a $5 application fee. In addition to the above, freshman applicants submit scores from one of the following tests: A.C.T., S.A.T., or S.C.A.T. Individuals who did not graduate from high school may be admitted on the basic of the G.E.D. or A.C.T. score or as a special student.

2. Nursing

   Admission to the Associate Degree Program in Nursing requires a 2.0 grade point average either from high school or for all previous college hours attempted. Admission is a two-fold process:

   (1) The applicant must first be admitted to the University.

(2) Next the applicant must submit an application to the program and a transcript of latest academic achievement, i.e., high school or college to the Chairman, Department of Nursing. Upon receipt of the application and transcript, applicant will be notified of the Entrance Test date. This test must be taken by anyone planning to enter the program.

The Department's Admission Committee will review the test results and transcripts. The applicant will be notified of denial or admission by the Department Chairman.

The accepted applicant will be asked to come in for an orientation conference. At this time uniforms will be ordered and health forms and general Department information issued.

3. Undergraduate teacher education program

There are two separate admissions to the undergraduate Teacher Education Program. One of these is the admission to the Teacher Education Program. The second of these is the admission to the professional semester. The procedure and criteria for these two admissions are given below.

a. Admission to Teacher Education

Admission to Teacher Education is handled in the following manner:

For those in the BSE/BS in Elementary Education Programs, approval of the degree plan shall constitute a provisional admission to Teacher Education. Initiation of a degree plan is the responsibility of the student immediately after the completion of 60 semester hours, or during the term of the first enrollment at UALR (for transfered students), whichever comes later.

For those in other programs approval of the certification plan form shall constitute provisional admission to Teacher Education. Immediately after a degree plan form is completed for the student by the appropriate department chairperson and dean, the individual shall initiate a certification plan form by contacting (usually) the Chairman of the Department of Secondary Education or (if applicable) the Chairman of the Department of Elementary and Early Childhood Education.

If sufficient evidence of admission to Teacher Education at another campus of the University of Arkansas system is presented and acceptable to the Chairman of the Department of Elementary and Early Childhood Education or the Chairman of the Department of Secondary Education, this shall constitute a provisional admission to the Teacher Education program at UALR.

Approval of the degree plan or the certification plan by the Dean of the Division of Education will be based on the following factors, in additional to the academic requirements for completion of the appropriate program of studies leading to certification:

(1) Evidence of absence of major defects in speech and hearing as indicated by clearance on speech and hearing tests administered by the staff of the Department of Speech Communication.

(2) Evidence of competence in the English language, as indicated by one of the following items:

A grade of "C" or better in both English 1311 and 1312;

A grade of "C" or better in six hours of courses comparable to English 1311 and 1312 taken at another institution;

If exempted from taking either or both English 1311 and 1312 (or comparable courses at another institution), a grade of "C" or better in six hours of other English courses; or

A statement of waiver from the Chairperson of the Department of English.

(3) Evidence of general academic ability, as indicated by one of the following items:

An overall grade point average of 2.25 on all work completed at UALR;

An overall grade point average of 2.25 on all work completed at all institutions attended, including UALR; or

Other evidence comparable to the above that is acceptable to both the Dean of the Division of Education and the Chairman of the Department of Elementary and Early Childhood Education (for those seeking certification at the secondary of K-12 levels).

(4) Approval of the Chairman of the Department of Elementary and Early Childhood Education (for those seeking certification at the elementary level) or the Chairman of the Department of Secondary Education (for those seeking certification at the secondary or the K-12 level). This approval will be based in part on an interview and a consideration of subjective qualities such as personal characteristics for teaching, reasons for wanting to enter teaching, professional commitment, etc.

b. Admission to the Professional Semester

Admission to the Professional Semester is handled as follows:

Not later than the specified date, each student shall initiate an application for admission to the professional semester. For those planning to take the Professional Semester in the fall, the date is the previous March 15. For those planning to take the Professional Semester in the spring, the date is the previous October 15.

Application shall be made to the Coordinator of Laboratory Experiences in the Department of Elementary and Early Childhood Education (for those seeking certification at the elementary level) or the Coordinator of Laboratory Experiences in the Department of Secondary Education (for those seeking certification at the secondary level or the K-12 level).

Approval of the application for admission to the Professional Semester by the respective Coordinator of Laboratory Experiences shall constitute a provisional admission to the Professional Semester. Approval by the Coordinator of Laboratory Experiences will be based on the following factors:

(1) Previous admission to the Teacher Education Program. (If admitted to Teacher Education at another campus of the University of Arkansas system, the student must have met by this point all requirements for admission to the UALR Teacher Education Program).

(2) Competence in the major teaching field, as indicated by a grade point average of 2.50 on all work completed in the major teaching field at UALR and a statement of endorsement by the UALR department in which the major teaching field is located.

(3) Competence in any second (or more) teaching fields, as indicated by a grade point average of 2.50 on all work completed in the field at UALR.

(4) General academic competence, as indicated by a grade point average of 2.25 on all work completed at UALR.

(5) Satisfactory completion of or progress in all required professional education courses, other than those in the professional semester.

(6) Satisfactory completion of or progress in all required courses in the major teaching field.

(7) Be within twelve hours of graduation after completion of the Professional Semster.

(8) Agreement by the student not to register for more than four semester hours in evening, correspondence, or Saturday courses during the Professional Semester.

(9) (Applies only to those seeking certification at the elementary level) At least six hours of professional education courses completed or in progress at UALR.

The approval by the Coordinator of Laboratory Experiences must by acceptable to his department chairman and the Dean of the Division of Education. The Teacher Education Committee will review the names of those granted provisional admission to the Professional Semester and will recommend to the Divisional Committee of the Division of Education that each person be granted admission to the Professional Semester or denied admission to the Professional Semester. The Divisional Committee shall take final action on each case.

Appeals may be made, in turn, to the Teacher Education Committee and the Divisional Committee. The Divisional Committee's decision shall be final.

4. Impact of Policies

We do not believe that the above policies adversely affects minority students, however, we are constantly examining and researching our policies to insure that accurate consideration is given to the educationally disadvantaged student.

5. M.Ed. in Elementary Education

After admittance to graduate standing, the student may seek acceptance into one of the several areas of concentration in the Master of Education program. Forms facilitating this process may be obtained from the Director of Admissions or the Coordinator of Graduate Program. A student may not take more than 15 hours before gaining full admission to a program.

To be granted full admission to a Master of Education program the student must:

(1) Hold a baccalaureate degree from an accredited institution.

(2) Have an overall grade point average of 2.50 or above on all undergraduate work or 3.00 on the last 60 hours.

(3) Present acceptable scores on the Graduate Record Examinations.

(4) Present two letters of recommendation.

A student who does not wish to pursue a degree may be admitted as a special graduate student. Course credit earned as a special graduate student may be applied toward the Master of Education degree, provided the student receives the approval of his or her advisor, the Chairman of the Department of Elementary and Early Childhood Education, and the Coordinator of Graduate Programs.

6. Program for Communicative Disorders

The following admissions criteria have been utilized beginning with the Spring term 1976 semester:

(1) Grade point average: 2.75 (A=4)

(2) Two letters of recommendation.

(3) Graduate Record Examination total score of 850 or Miller Analogies Test score of 40.

(4) Eighteen undergraduate hours in language, speech and hearing disorder courses.

Admission criteria for this graduate program has been established at a level that seems to assure that the student can successfully complete a masters of science degree. Scores on the two national tests are at a level that is reasonable and the scores are not intended to exclude qualified students. The GRE score of 850 is at the 22 percentile on the national level. The Affirmative Action Program at the University of Arkansas has provided funds for 30 students, currently enrolled in the program to take the MAT. The results will be utilized to determine the MAT cut-off for admission. There will be four blacks in this test group. Letters of recommednation provide an opportunity for candidates for graduate study to be evaluated on an overall basis with concern for non-academic areas.

7. Graduate School of Social Work

Admitting of students to the Graduate School of Social Work is a process separate from admissions to the University's Graduate School or to other graduate divisions, and is based upon standards set by the School.

Admissions to the MSW degree program is open only to applicants who intend to pursue a professional career in social work and who plan to meet the prescribed requirements for full-time study in residence. Acceptance of credits earned at the School or enrollment in elective courses on a part-time basis does not by itself constitute admission to the degree program or qualify a person as a candidate for the Master of Social Work degree.

Basic requirements for admission are:

(a) Bachelor's degree from an accredited college or university.

(b) Minimum grade point average 2.5 (on a 4.0 point scale) or a 3.0 average on the last 60 hours of undergraduate credit.

(c) Score of 900 or above on the Graduate Record Examination or a score of 50 or more on the Miller Analogies Test as evidence of academic achievement by applicants who do not have the minimum grade point averages, or by those who have undergraduate degrees from unaccredited institutions.

Applicants for admission are selected without discrimination on the basis or race, sex, age, or residence. Applicant characteristics that are considered prerequisite for admission and essential to the successful outcome of professional education at this School are:

(a) Above average capacities for intellectual, emotional, and social functioning.

(b) Attitudes reflecting identification with a motivation toward human services in a change-oriented profession.

(c) Value commitments that are congruent with those of the social work profession.

(d) Personal qualities of empathy, flexibility, initiative, self-understanding, organization and tolerance.

(e) Abilities to communicate with and to relate to other persons of different backgrounds.

(f) Career interests in community or clinical social work practice, particularly in the program management roles related to supervision, consultation, planning and staff development.

Advanced standing in the first year of the MSW program may be achieved under certain policies administered by the Faculty Committee on Admissions. In every instance, "advanced standing" assumes that baccalaureate degree will have been obtained by the time of official admission to the Graduate School of Social Work.

Applicants also may be admitted to advanced standing in the second year upon transfer of credits earned at other accredited schools of social work. Transfer of credits will depend upon the quality of previous academic performance and the relation of completed courses to the program of this School. To qualify for a master's degree, the transfer student must complete the final two semesters of social work study in residence at the University of Arkansas Graduate School of Social Work.

Application for admissions may be at any time during the year; however, beginning students are enrolled only in January and tranfer students only in September. Admission to the School does not constitute admission to candidacy for a degree.

8. Impact of Policies

We do not believe the policy adversely affects minority students, however, we are constantly evaulating the program to insure that accurate consideration is given to the educationlly disadvantaged.

Student Body Profile

The student body at the University of Arkansas at Little Rock has been characterized in recent years by several definite and strong trends. Most notable among these trends have been the increases in minority and part-time students.

In the ten-year period, 1965-1975, black enrollment at UALR has increased at a much greater rate than the increase in general enrollment due to a concerted effort to appeal to and enroll minority students. For instance, in the Fall of 1965 black students represented only 2% of total enrollment, while in the Fall of 1975 black students represented 13% of the total enrollment. Although the character of the institution changed substantially in 1969 when the school became part of the University of Arkansas system, the continuing increase in black student enrollment was still very evident. In 1974 only 15% of the entering freshmen were minorities. In 1975 22% of the entering freshmen were minorities with 65% of that number being females. The change in all other classifications has been from 11% minorities in 1974 to 13% minorities in 1975. Therefore, in six short years the black student enrollment at UALR has been increasing at approximately double the rate of general enrollment, and general enrollment has been going up at an average of almost 14% per year.

A vigorous effort to increase the minority enrollment at UALR also resulted in substantial increases in the number of women enrolled. In Fall, 1969, when the school became part of the University of Arkansas system female enrollment represented 38% of the total enrollment, while in Fall, 1975 female enrollment represented approximately 48% of the total enrollment.

The change in part-time student enrollment at UALR has changed from about 38% of total enrollment in Fall, 1969, to about 46% of enrollment in Fall, 1975. There also has been a tendency for full-time students to take less hours each semester as is evidenced by the change in median student loads from 11.5 hours in Fall, 1970, to 10.3 hours in Fall, 1975. This increase in part-time students has tended to make the average age of students increase at a subtantial rate, changing from about 22 in 1970 to well over 25 in 1975.

The school has remained basically an institution drawing its enrollment from residents of Arkansas and mainly from contiguous counties. Approximately 86% of the student body is drawn from Pulaski County, 8% from contiguous counties, 3.5% from other Arkansas counties, and 2.5% from out-of-state. Of the students classified as residents of Arkansas, 14% are minorities, while 23% of the non-resident students are minorities.

Recruitment

General

The recruitment visitation team is biracial. In most cases this team is composed of two Admissions staff member - Admissions Counselor (black) and Admissions Director (white). When there is more than one recruiting appointment or Senior Day program on a particular day, additional teams are utilized with the Admissions Counselor taking a white staff member or student and a black staff member or student accompanying the Admissions Director. Non-human resources utilized in these visits are catalogues, brochures, applications, financial aid information, student services materials, departmental pamphlets regarding specific program and procedures.

Future visits will follow the same pattern as those already conducted. Following a statement made by Dr. Bishop in late August regarding the use of biracial recruiting teams by the University, this plan was adopted and has been strictly followed. No visit has been made to any high school or junior college since August 1975 without the use of such a team. We will continue this practice.

The human resources to be used in the project are the following Admissions

Staff members:

Sue Pine (white)
Brenda Coleman (black)
Mary Ann O'Donnell (white)
Margaret Massey (black)
Monna Stiles (white)
Becky Gardner (white)
Amy Shelton (black)

In addition, Orita Engram, (black) of the Vice Chancellor of Student Affairs Office and Charles Donaldson (black) of the Special Services staff have assisted and will continue to do so. Student representatives from the Black United Students and representatives from the Student Government Association have also participated.

Plans for the community college programs organized by the State Department of Higher Education include using students on the biracial teams. This recommendation was followed.

Other recruiting activities in addition to visitations of high schools and community colleges includes extensive correspondence. Letters are sent to all who indicate UALR as a preference on the A.C.T. or S.A.T. as well as to lists of high school seniors, to those students contacted at Senior Day Programs and numerous letters are sent in response to inquiries.

Students are urged to visit the campus at their convenience and a special invitation will be extended to all A.C.T. and S.A.T. prospectives as well as to all seniors in high schools within the Central Arkansas area to attend a Sunday afternoon Open House Program. Thus far this academic year, 13 black and 40 white prospective students have visited the campus on an individual basis.

A special meeting is generally held each year also on campus for high school counselors, at which time they are briefed on current programs of study, financial aid and special services.

The other on-campus events this year will include the orientation programs for those students visited at the community college programs arranged by the State Department of Higher Education.

Applications for admission have been received from a number of students visited at Senior Day Program. This is the anticipated results and follow-ups will be conducted in an effort to improve this number.

For the 1975-76 academic year the following financial resources are committed: 60% of Admissions Director's salary ($8,854), 60% of Admissions Counselor's salary ($6,600), one secretary ($5,762) and $9,228 for supplies and travel for a total of $30,444. These funds are allocated from the budget of the Admissions Office. Additional funding is to be provided for special projects such as the orientation programs on campus for community college students contacted at these sessions. This may include the cost of supplying transportation to the campus. The amount necessary is not yet available.

Graduate

Students are recruited by effective teaching in the undergraduate program at UALR, by participating in black studies workshops and programs, by being available when potential students want information regarding the program, and by recruiting visits to institutions such as UAPB.

Faculty visited at Pine Bluff with UAPB students in April, 1974. The faculty will visit college representatives at a state meeting in April at Jonesboro. Faculty will be making trips to junior colleges in the Spring The faculty present workshops in the local school systems and invite teachers to apply to UALR's graduate program and hold off-campus in-service courses in the three major school systems. Supervision of student teachers by faculty and discussing graduate programs with respective school faculty. Brochures describing UALR's graduate programs are sent to teachers and schools.

The percentage of black students enrolled in the graduate programs would indicate that the recruitment of black students is effective.

M.Ed.	15.00%
Communicative Disorder	6.25%
Graduate School of Social Work	16.67%

Retention Program

The retention rate of black students at UALR is 73.65%.

The retention rate of white students at UALR is 69.65%.

Although the retention rate of black students is greater than that of whites, we have establised a procedure for determining the reason for students not returning to higher education programs: All students were required to have an exit interview before officially withdrawing. As a part of this interview, we now inquire as to the length of time the student thinks he will be out of college. A follow-up survey will be conducted at the end of this period if the student has not returned to determine the reason.

We have developed a program designed to improve retention. The UALR Learning Development Center in a joint venture with the federally funded Special Services Project offers a wide variety of developmental, enrichment, tutorial, and consultative services to the students, staff, and faculty. The Developmental Skills Program is specifically designed to meet the needs of any enrolled student anticipating or experiencing academicaly related problems. Participants in this program typically are individuals who possess education and/or learning skill deficiencies which make it very difficult for them to be immediately competitive in the traditional college classroom setting. The learning skill deficiencies are frequently related to limited high school preparation for the rigor of college level study and, particularly for returning students, are often compounded by the length of time since last experiencing formal academic instruction. For these students previously adequate skills and abilities have often been lost or have deteriorated through lack of use. Since a high level of learning skill efficiency is typically considered as a basic prerequisite to most formal college level instruction the probability of academic success for many of these students is, at best, questionable. Unfortunately, without the intervention of an appropriate developmental or remedial program, the immediate consequence is frequently failure, discouragement, and self-doubt.

The potential end result is a loss to the individual, the University, and ultimately to society itself.

Given this set of circumstances the LDC's Development Program provides a meaningful alternative to the marginally prepared student. To this end, the LDC Special Services professional staff conducts a series of counseling sessions with each prospective participant and administers an extensive diagnostic battery to assist in quantifying the student's relative strengths and weaknesses. The battery includes vision and hearing screening, Biometric Reading Eye Recordings, and evaluation of skills and attitudes. Based on the resultant composite profile of needs, an individually prescribed developmental program is designed. If through mutual agreement the applicant enrolls in the LDC Development Skills Program he or she contracts for a program equivalent to a minimum of three hours of traditional academic instruction. In the case of significant deficiencies, it is possible for a needy student to concentrate his full-time efforts (12 hours equalivancy) in direct laboratory and small group instructions programs. In less severe cases a student typically enrolled in 5-6 hours of equivalent instruction and simultaneously carries a carefully selected reduced traditional academic loan. Once the extent of the program has been established it is then systematically implemented in the LDC's Learning Lab employing numerous multi-media instructional techniques including video tape, audio cassette, filmstrip and workbook/programmed presentation. The specific curriculum of the Developmental Skills Program varies with the unique needs to each student but usually includes instruction within the broad areas of reading, language arts, studying, and mathematics.

To accommodate individual difference in learning style and proficiency level most programs span a large range of instructional levels and are available in visual, audio, and programmed/workbook instructional modes. Careful attention has been given to select developmental/remedial programs which are at young adult interest level even though initial proficiency may approach readiness level.

The scheduled LDC Learning Lab work is periodically augmented by small group sessions on such topics as Succeeding in College, Motivation and Attitude, Time Management, and Test Taking. Further, for those simultaneously experiencing difficulty with specific college courses a qualified tutor is provided through the LDC Tutorial Assistant Program.

It is the primary function of the LDC Developmental Skills Program to: (1) Create an optimal learning environment within which a student can develop deficit skills without experiencing repeated failure and feelings of personal doubt and inadequacy; (2) Train for transferability of learning skill to traditional classroom instruction; and (3) Develop academic and personal competence and independence as an exit criterion.

Minority students are encouraged to participate in the Student Government Association, the fraternities and sororities and other campus organizations. All eight cheerleaders were black this year.

The Office of Student Affairs works with students in providing opportunities to participate in organizations, activities and general involvement in campus life. This office makes an effort to create a sense of community.

The retention rate for minority students for 1974-75 was 75.65%; for non-minority students 69.65%.

Employment

Faculty, Administration and Classified Profile

The first black faculty member was hired in 1970. That number has increased to five. The first black administrator was hired in 1970, the present number is three. There are forty-eight classified black employees. The effort to hired black has been intensified this year. A file has been established for unsolicited, as well as, solicited applications. We have acquired and distributed to the dean and department chairmen a list of individuals who even have or will receive their Ph.D. in the near future who are black. Faculty and administrative candidates are recruited nation wide, where as classified positions are filled from the available pool from within the state.

As has been previous stated, the effort to increase the number of minorities in all three areas has been intensified. Probably the most significant move toward improving the number of classified black employees was the hiring of a black personnel director. He is charged with the responsibility of receiving most classified applications and interviewing individuals for classified positions. This we view as a significant move and one that should improve our present status with regards to the number of black employees.

Program Cooperation

Cultural Exchange

UAPB/UALR Cultural Exchange Program is designed to provide an opportunity for students on the two campuses of UAPB and UALR to share experiences and talents. The programs that have been scheduled for this semester are as follows:

UAPB visit to the UALR campus began February 15 with an art exhibit that will extend through March 5; The Vesper Choir will appear March 18; Stage Lab Band, April 23; and the Madrigal Singers, April 30;

UALR visits to UAPB will include the following groups:

The Bell Choir and Recorder Group, March 26; The UALR Concert Choir, April 22; Jazz Ensemble, April 9.

The general schedule both for the students and faculty provides for their arrival on the respective campuses at 9:00 a.m., visiting classes, touring the campus and/or visiting students in general. The preforming groups will present a mini concert at noon and closing the visit with an evening concert.

Financial Aid

Most financial aid programs at UALR are still available. The supplemental Educational Opportunity Grants (SEOG) have been depleted. All other programs will have available funds for the Summer I Semester.

Additional funds were requested for the 1976-77 fiscal year. UALR should receive funds to meet the growing number of aid applicants.

The requirements to receive financial aid at UALR are minimal. The basic criteria is financial need. If a student can enroll at UALR, and has financial need, the student is eligible to receive aid.

The 1974-75 financial aid report (submitted previously) provides information according to aid received by minority students.

Graduate student aid is available. Currently these aid programs include the: National Direct Student Loan (NDSL), College Work-Study Program (CWSP), Guaranteed Bank Loan, and UALR Short Term Loan. There are stipends and scholarships available, on a limited basis, to graduate students in specified programs.

UNIVERSITY OF ARKANSAS AT MONTICELLO

The University of Arkansas at Monticello is a four year baccalaureate institution located in Monticello, Arkansas in the southeastern part of the state. This institution, along with Pine Bluff, Little Rock, and Fayetteville, is a campus of the University of Arkansas system. It began its institutional history in 1909 and until 1971 was known as Arkansas A & M College. A standard range of undergraduate instruction is offered. Areas of specialization are Business Administration, Forestry, and Teacher Education. The institution does have a unique role in providing the states only degree-granting program in Forestry.

ADMISSIONS

Students requesting admission to UA-Monticello must present a high school transcript showing that 15 academic units of work in an accredited high school have been completed. The transcript must be accompanied by an application form, a medical report, and the results of the American College Test. Students being admitted to the associate degree nursing program are required to complete a minimum of 12 hours of college work with a "C" average before the first nursing course is taken. Students 18 years or age or older, who do not have the 15 required units of high school work may be admitted by examination.

PROFILE OF STUDENT BODY

UA-Monticello enrolled a total of 1657 undergraduate students in the fall of 1975. These students come primarily from a 14 county area in southeast Arkansas. However, 63 of the 75 Arkansas counties are represented in the student population. Enrolled are 926 males and 731 females. Within the total enrollment of 1657, there are 213 Blacks, 1 Spanish American and 3 Orientals. Enrolling in the fall of 1975 were 336 freshman men and 285 freshman women. 46 Black freshman men were registered and 46 Black freshman women enrolled. In addition to these, 1 freshman Spanish American male registered and 2 freshman men Oriental students registered. The total Black enrollment for UAM is somewhat over 13%.

Well over 75% of the undergraduate students come from a 55-mile radius of the campus. There are 64 out-of-state students.

RECRUITMENT OF MINORITY STUDENTS

The high school relations program of the University of Arkansas at Monticello is under the direction of a fulltime staff member, Mr. Ronnie Higgins. Mr. Higgins visits every high school in the University's primary service area. In the course of his visits he presents to students complete information concerning admissions requirements and the availability of financial aid. A close relationship is established with high school counselors. In some instances, biracial recruiting teams are used. Every encouragement is given to the recruitment of minority students by explaining to them all facets of admissions requirements and financial aid.

RETENTION

Information available to us suggests no significant differences between black and white students relative to attrition. It should be noted that the largest number of students, both black and white, give financial reasons most often, with personal reasons being second, for withdrawing from the institution. These two categories comprise the greatest majority of reasons given. Other reasons are academic failure, personal (including marriage), dissatisfaction with a program, and transfer to another institution.

All students receive academic, personal, and financial counseling. UA-Monticello is working toward a significant remedial and cultural enrichment program to help in the retention of all students with deficiencies. The Counseling and Guidance Department gives particular attention to this effort. The University does offer Psychology 1001 entitled Effective Study, which students having learning problems are encouraged to take. The Director of Counseling does make an effort to identify academically deficient students and give them proper direction. Faculty members are encouraged to give special attention to students encountering academic problems. The University is in the process of developing a program for a remediation center. Application has been made to the Department of Health, Education, and Welfare for a Title III grant of approximately $250,000. This will help to move us forward in assisting students with academic deficiencies.

FINANCIAL AID

Minorities represent somewhat over 13% of our enrollment. Financial aid is available to this campus under the following programs. The National Defense Student Loan, College Work Study Program, the Basic Economic Opportunity Grant, and the Supplementary Economic Opportunity Grant. Precise figures for 1975-76 are not available, however, the total amount of student assistance during the 1974-75 school year was $773,180.65. The figure for 1975-76 would approximate this amount. It has been estimated by the student Financial Aid office that approximately 45 to 47% of the total federal funds are allocated to minority students.

The University is making an effort to find new sources of financial aid. There will be organized for the Monticello campus a Development Council of outstanding citizens living in the area. One of the objectives of this council will be to secure aid money through private sources. Extensive financial need counseling is given to each student making application for financial assistance. Assistance is given in preparation of application forms and during the discussion concerning the assessment of student needs. No student showing financial need is denied financial assistance.

EMPLOYMENT

There are 104 faculty members at the University of Arkansas at Monticello. Included in this group is one full-time Black faculty member in the Department of Mathematics. In addition to the faculty, there are 103 classified employees in various clerical, administrative, and maintenance areas. In this group there are 18 Black employees. There are 8 non-classified managerial, administrative, positions. There are no Blacks in this category.

UA-Monticello has established a structured Affirmative Action program. Serious efforts are made to identify and recruit qualified Blacks. The University has appointed, under the Chancellor's supervision, a Director of Human Relations to see that the requirements of Affirmative Action are met. Use is also made of a Human Relations committee and an Affirmative Action committee. In the recruitment of individuals for academic and non-academic positions, information concerning the job availability is supplied. Qualified minority people are encouraged to make their applications.

The administration is making every good faith effort to improve the ratio of minority people among University employees. In the faculty area this is very difficult because there is little turn-over at this institution, besides that the availability of qualified minority faculty members is limited. Also, UA-Monticello is in a difficult position because of its low academic salaries when compared on a regional and national basis.

PROGRAM COOPERATION

The University of Arkansas at Monticello works with other institutions in the system to improve inter-system understanding and acquaint minority students with the institution. With respect to these matters, an effective relationship has been established with the University of Arkansas at Pine Bluff which is a predominately Black institution.

THE UNIVERSITY OF ARKANSAS AT PINE BLUFF

The University of Arkansas at Pine Bluff will continue to maintain a special sensitiveness to the needs, aspirations, problems, and opportunities of its historic constituents, it shall expand its mission with a high degree of excellence and with a sense of constantly improving quality. The new social context that is emerging as a result of integration requires that this mission be expanded, extended and enriched so as to become consonant with the needs and demands of a more culturally heterogeneous student clientele--a clientele differing academically, socially, racially, ethnically and culturally.

To fulfill its mission of service to this heterogeneous clientele, UAPB shall continue to develop creative and innovative activities that produce new curricular models in the field of aesthetics, social and political institutions, and scientific technical development. This will be accompanied by new instructional designs and professorial staffs capable of implementing such programs.

The thrust of this new and expanded mission could and should result in the re-examination and improvement of value systems and moral behavior of political institutions and of the economic system. Such a mission does not merely support the advancements of science and technology, it uses science and technology to help solve economic, physical, social, political, racial and cultural problems.

The Institution's ultimate goal is to assist America in building a new social organism that will accommodate racial, ethnic, and cultural pluralism in a manner that will enhance the quality of lives and patterns of living, and weld the nation into one people, a mission which seems essential to the future security and health of the nation.

STUDENT BODY

The student body at the University of Arkansas at Pine Bluff is unique in that the spectrum of student skills range from below average to above average of college preparatory skills. This factual evidence is further substantiated by the culturally deprived disadvantaged clientele serviced by the institution.

The current racial composition of the student body at the University of Arkansas at Pine Bluff is as follows:

Black Students		White Students	
Male	Female	Male	Female
1029	1237	219	171

Total Black Enrollment	2239
Total White Enrollment	390
Total Enrollment	2656
Percent Black Enrollment	85%

At enclosure (1) is a break out of the geographic origin of students.

The recruiting efforts of the institution has been greatly improved by the addition of an Admissions Office which is staffed by qualified counselor personnel. This factor has contributed to immeasurable recruiting success. The following actions have been initiated in order to improve recruitment of other races:

1. High School Visitation - in the past seven months we have visited more than seventy high schools; talking with both white and black students about attending UA-PB.
2. Community Colleges - we have visited four community colleges and we are scheduled to visit one more community college.
3. Dinner Meeting - we hosted the Chamber of Commerce and the Rotary Club ministers on our campus as part of our means of reaching the white community.
4. Group Meeting - we have had meetings with small groups to discuss recruiting more white students to our campus.
5. Church Visitation - Dr. Herman B. Smith, Jr., has been programmed to speak at several white churches in the City.
6. Letters - we have mailed out many letters to high school students both City and other countries inviting students to UA-PB.
7. New Programs and Evening Classes - we have emphasized the new programs being offered and especially the new courses being offered at night.
8. News Media - the News Media has been very helpful in promoting our new programs and the evening classes.

Short courses and workshops have also been provided for the local community.

9. Early Admission Program - the Early Admission Program is designed to provide the local students an opportunity to attend college following their junior year in high school.

We seek every means of recruiting quality students as well as average students, and we provide assistance to students who may have problems adjusting which may cause them to drop out of school.

Counselling services are provided to all students, especially freshmen. Tutoring service is also provided for students who may be having problems in their subject matter area. This program is designed to help students develop special skills in undeveloped areas.

Many activities are provided on the UA-PB campus for students and special efforts are made to encourage white students to participate in athletics, Student Government activities, dramatics, club activities, and dormitory discussion group interaction.

White students are involved in recruiting especially in visiting high schools and junior colleges.

The overall recruiting methods at UA-PB have resulted in a four percent increase in the Fall of 1975 and another one percent in the Spring of 1976 of white students. While the overall enrollment increased approximately 28%, our enrollment for non-black students increased 5%. We have operated as a bi-racial team in recruiting.

FINANCIAL AID

The institution's Financial Aid Program is a most important element for providing funds to all ethnic groups. The University is participating in all federal aid programs in which it qualifies to participate. These are as follows:

1. National Direct Student Loan (NDSL)
2. College Work-Study Program (CWSP)
3. Supplemental Educational Opportunity Grant (SEOG)
4. Guarantee Student Loan Program (SLGFA)
5. Law Enforcement Education Program (LEEP)
6. Basic Educational Opportunity Grant (BEOG)

The University has received this fiscal year through these sources, over two million dollars. There is also a limited number of institutional scholarships which amount to less than $10,000. However, this does not include Athletic and Music Scholarships.

The institution is participating this year in the State Scholarship Program, which was instituted by the State Legislature in its 1975 session. So far this program has brought less than $20,000 to our students.

Based on racial breakdown of aid, we have forty (40) caucasians receiving federal aid which is as follows:

Program	Number	Amount
NDSL	19	$13,400
SEOG	14	8,500
CWSP	14	10,169
BEOG	22	16,145

Total aid for caucasian students $48,214

The total number of students receiving federal assistance, as of this date, is 1,741. This figure does not include institutional scholarships such as Athletic, Music, and special scholarships.

EMPLOYMENT

Under the purview of the institution's Affirmative Action Plan, the University of Arkansas at Pine Bluff has exercised a very positive program in the employment of highly qualified and dedicated faculty and staff. This effort has also included the implementation of the Title IX Program.

The University of Arkansas at Pine Bluff currently has 410 persons employed in various capacities. These persons include all personnel at the university, from the Chancellor through staff employees. Tenure ranges from 35 years to less than one year. General employment includes:

- 12 Administrative Level Persons
- 152 Instructional Faculty Persons
- 240 Staff Employees - which includes clerical, academically supportive, professional non-teaching and maintenance personnel.

Administrative

The administration is composed of 12 top-level administrators who have responsibility for major decision-making for the university. This does not include the Chancellor of the university.

Per Cent Minority/Female	White Female	Black Female	White Male	Black Male
25%	1	2	0	9

The nine black male administrators have tenure at the university ranging from 25 years to less than one year. The two black females have served 25 years and 15 years. The white female has served in her position less than one year.

Faculty

The university instructional faculty is made up of 152 teachers who range in rank from professor to instructor. These faculty persons enjoy tenure ranging from 35 years to less than one year. The ethnic and gender make-up of the faculty includes:

Per Cent Minority/Female	Non-Black Female	Black Female	Non-Black Male	Black Male
54%	8	46	28	70

Of the non-black instructional faculty, tenure ranges from 23 years to less than one year, and for women, from 25 years to less than one year, which is an implicit testimonial to the traditional nondiscriminate hiring and retention of women and minority employees.

There are 18 academic departments at the university. These are headed by non-blacks, women and blacks in the following numbers:

Per Cent Minority/Female	Non-Black Female	Black Female	Non-Black Male	Black Male
33.3%	0	3	3	12

Staff

The support staff of the university, consisting of all non-administrative, non-instructional faculty, includes 243 salaried and hourly wage employees.

Twenty-eight women are employed as Directors, Assistant Directors, or Supervisors of various programs. One of this number in non-black. There are also seven faculty and special program assistants who are women. All of these women are black. Two of the eleven members of the security police force are women.

Other staff employees include:

4 Nurses - All Black
4 Keypunch and Computer Operators - All Black
78 Clerical Positions

Non-Black Female	Black Female	Black Male
4	71	3

55 custodial employees

Non-Black Female	Black Female	Black Male
0	28	27

There are no non-black male staff employees at the University. This can generally be attributed to the attitude of the surrounding community to what has traditionally been a "black" institution. It is reasonably expected that as the present trend of non-black student participation continues and increases, these traditional attitudes will be modified and non-black applicants from all levels will become interested in employment with the University.

See enclosure (2) which list 10 evidences of the UA-PB commitments to Affirmative Action regarding institution employees.

PROGRAM COOPERATION

An exchange visit between students of the ROTC departments of UA-PB and Arkansas Tech was conducted during the Fall semester. A UA-PB Art exhibit was held at UA-LR during the early part of the Spring semester. UA-LR will conduct an Art exhibit at UA-PB in the near future. The Spring Music Festival which included many of the local high schools was held on the UA-PB campus during the week of 8 March 1976. Several other cultural exchange programs are scheduled to be conducted during the remainder of the school year. Considerable planning is underway for the conduct of more extensive student cultural exchange programs during the next school year.

ENROLLMENT DATA (Fall, 1975)

Total Number of Arkansas Students		2386
Male	1052	
Female	1334	
Total Number of Out of State Students		270
Male	196	
Female	74	
Total Number of Veterans		139
Arkansas	132	
Out of State	7	

TEN EVIDENCES
OF
THE UA-PB COMMITMENT
TO
AFFIRMATIVE ACTION

1. Thirty-six percent of the UA-PB faculty is composed of women. Women chair four departments. The Registrar is a woman; the acting librarian is a woman and three out of eight security officers are women, including one white female.

2. Of twenty departments, two are chaired by white faculty. One is chaired by a Korean.

3. Approximately seventeen percent of the UA-PB faculty is white; twenty-five percent non-black.

4. Thirty-three percent of the faculty of the Division of Agriculture at UA-PB is white.

5. The Director of Public Relations at UA-PB is a white female. The Assistant Director is a black male.

6. Of the new faculty employed by UA-PB during the Fall of 1975, thirty-three percent were white. Thirty-eight percent of these persons were women.

7. Of two professional staff members in the UA-PB Computer Center office, one is black and one is white.

8. The Director of Food Service at UA-PB is a white male.

9. In most administrative offices and academic departments at UA-PB, white and black personnel are employed.

10. Fourteen percent of the student body at UA-PB presently is white. (This is a seventy percent increase over the Fall of 1974).

THE UNIVERSITY OF ARKANSAS
MEDICAL SCIENCES CAMPUS

The Medical Sciences complex that now constitutes the University of Arkansas Medical Sciences Campus has evolved from the "Medical Department of the Arkansas Industrial University" established in 1879. The academic components of the University of Arkansas Medical Sciences Campus are the College of Medicine, the College of Pharmacy, the College of Nursing, the College of Health Related Professions, the Graduate College Division, and elements of the University Hospital and Clinics and the Barton Institute for Medical Research. During the past decade the several colleges comprising the Medical Sciences Campus have placed their respective students on a firm base of modern biomedical sciences. In the decade ahead we face the responsibility to relate advances in medical science to the health care needs of education process and our health professional products more relevant to the needs and demands of our State and a changing world. New programs and new facilities for expansion of enrollments and faculty are to provide appropriate responses to these important problems. Our health sciences students can look forward to an exciting, meaningful and rewarding experience that will give them the background they need for a lifetime of service to mankind.

The Medical Sciences Campus is the state's only institution that devotes its entire resources to the functions of teaching, researching, and serving in those disciplines which make up the medical sciences.

The following pages will detail UAMS' status in the implementation of the State's Desegregation Plan. Each academic unit; College of Medicine, College of Pharmacy, College of Nursing, College of Health Related Professions and the Graduate School has followed the outline as submitted by the Arkansas Department of Higher Education, and approved by the Dallas, Texas Office of Health, Education and Welfare.

COLLEGE OF HEALTH RELATED PROFESSIONS' IMPLEMENTATION OF THE STATE OF ARKANSAS DESEGREGATION PLAN

The College of Health Related Professions is the newest educational unit of the Medical Sciences Campus, approved by the University of Arkansas Board of Trustees on June 4, 1971. This action by the Board resulted from the recognition of an obvious need to provide a coordinated approach to the education and training of manpower in health related fields. The College of Health Related Professions is the primary arm of the University of Arkansas for the functions of teaching, service, and research in health related fields other than medicine, nursing and pharmacy.

The programs offered by the College of Health Related Professions are so constructed that graduates are prepared for examination in their respective fields on a national basis for registration and/or certification. Thus, graduates of the College of Health Related Professions' programs are required to meet standards imposed by the faculty of the programs, as well as nationally prescribed standards. For this reason, students selected for admission to the programs within the College of Health Related Professions must be admitted with primary consideration being given to the likelihood of the student succeeding at the local, as well as national level. Failure of either level precludes the possibility of the student working in his chosen field.

In view of the above, there has been no change (lowering) of admission requirements since the last report. The College's effort to prevent the adverse impact of these relatively high standards on minority students through intensified recruitment efforts for highly qualified black students appears to be the logical choice of action.

Since the last report, the Admission Committee has met to choose students for only one program (Medical Technology). For this program, only thirty-eight students could be admitted. Seven minority students applied (six black and one oriental). The oriental student was admitted, as well as two blacks. A third black was placed on the alternate list, and in all probability will be admitted to the program, which starts on June 1, 1976. It was the opinion of the Admission Committee that the minority students who were refused admission did not have sufficient background in science areas to be able to complete the program, even with additional tutorial assistance.

Efforts to recruit minority students include an intensive program of high school visitations. The College of Health Related Professions' Speakers Bureau has provided speakers at twenty-two locations, with a total audience of five hundred and forty-one, which included ninety-one blacks and four orientals.

Presentations were made at fifteen sites in the Little Rock area, three in the Pine Bluff area, two at Conway, and one each in Fayetteville and Hot Springs. Twenty-three individual faculty members have been involved at at estimated cost of fifteen man days and $450.00 for transportation and materials. Attached is a copy of a letter mailed to high school counselors on January 21, 1976.

The Health Career Counseling Service to Blacks who reside in the Little Rock area has been contacted by eighteen prospective black students, and it now appears that at least one half of these will submit application for admission to one of the programs of the College.

A special mailing concerning three of the College's programs (Biomedical Instrumentation Technology, Operating Room Technology, and Respiratory Therapy) has been sent to all secondary schools within the State. These programs require only high school graduation for admission, and this mailing should materially increase the number of minority applicants for admission.

The retention rate for students in the College of Health Related Professions is considered to be extremely high. During the last six months, only six students have withdrawn or been dismissed form the College. Only one black student has been lost. This students withdrew for health reasons. Five white students have either withdrawn or been dismissed from the College. Thus, the retention rate for blacks is 90% and for whites 97.8%.

Attached is a copy of the new application for admission form which is currently at the printers, and will be used starting April 1, 1976. All references to race or sex has been eliminated, and the requirement that students submit photographs has also been eliminated.

University of
Arkansas
for Medical
Sciences

College of
Health Related
Professions

Suite 810
University Tower
Building
12th & University
Little Rock,
Arkansas 72204
(501) 663-6334

Dean's Office

REMINDER

HEALTH CAREER COUNSELORS ARE REMINDED THAT THE FACULTY OF THE COLLEGE OF HEALTH RELATED PROFESSIONS IS AVAILABLE TO SERVE AS A SPEAKERS BUREAU FOR YOUR CAREER DAY PROGRAMS, AND THAT OTHER RESOURCE MATERIALS ARE AVAILABLE THROUGH THIS OFFICE CONCERNING CAREERS IN THE ALLIED HEALTH PROFESSIONS.

INTERESTED HEALTH CAREER COUNSELORS SHOULD CONTACT THIS OFFICE.

WALTER F. ROBBINS
ASSISTANT DEAN

January 21, 1976

qual Opportunity Employer

COLLEGE OF HEALTH RELATED PROFESSIONS

Suite 810, University Tower Building, 12th & University
Little Rock, Arkansas 72204

University of
Arkansas
for Medical
Sciences

Application for Admission

NAME: ______________________________
Last *First* *Middle Initial*

PRESENT ADDRESS: ______________________________ ☐☐☐☐☐
Number and Street *City* *State* *Zip Code*

PRESENT TELEPHONE: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

HOME ADDRESS: ______________________________ ☐☐☐☐☐
Number and Street *City* *State* *Zip Code*

HOME TELEPHONE: ☐☐☐ ☐☐☐ ☐☐☐☐
Area Code

High School Attended:

Name and Address (City and State)	*Month Year Graduation*

Colleges, Universities, Technical Schools Attended:

Name and Address (City and State)	*Dates Attended (Including Month & Year)*	*Degree and Date Received*

PROGRAM: *(Check the one for which you are applying)*

- ☐ *Biomedical Instrumentation*
- ☐ *Dental Hygiene*
- ☐ *Emergency Medical Technology*
- ☐ *Medical Technology*
- ☐ *Nuclear Medicine Technology*
- ☐ *Operating Room Technology*
- ☐ *Radiologic Technology*
- ☐ *Respiratory Therapy*
- ☐ *Other*

ENROLLMENT:
(When do you plan to enroll?) ______________________________

An OFFICIAL transcript from each education institution attended must be furnished. If college transcripts are provided, transcripts of high school credits are NOT necessary. All transcripts furnished MUST BE forwarded directly to the College of Health Related Professions by the Registrar of the institution providing the transcript. Deadlines for submission of application materials are as follows:

Biomedical Instrumentation	4th	Friday of July
Dental Hygiene	Ist	Friday of April
Emergency Medical Technology	Ist	Friday of August & December
Medical Technology	4th	Friday of December
Nuclear Medicine Technology	4th	Friday of March, July & October
Operating Room Technology	4th	Friday of May
Radiologic Technology	4th	Friday of April
Respiratory Therapy	4th	Friday of April

References:

Names and addresses of three persons best qualified to judge your success or promise of success in the work for which you plan to prepare. Please arrange to have these people send a letter of recommendation, and advise hem that their letters will be handled as confidental material and will be destroyed upon completion of the ection process.

A. ____

First Name *Last Name* *Title or Profession*

____ ☐☐☐☐☐

Number and Street *City* *State* *Zip Code*

B. ____

First Name *Last Name* *Title or Profession*

____ ☐☐☐☐☐

Number and Street *City* *State* *Zip Code*

C. ____

First Name *Last Name* *Title or Profession*

____ ☐☐☐☐☐

Number and Street *City* *State* *Zip Code*

ERSONAL GOALS:

n your own handwriting, describe your educational goals in the space below.

linical Experience (Internship):

you have a preference of a College of Health Related Profession affiliated hospital in which to receive your nical experience? ☐ No ☐ Yes ______________________________

If yes, where?

ease NOTE that a non-refundable application fee of $5.00 is REQUIRED with your application.

COLLEGE OF PHARMACY'
IMPLEMENTATION OF THE STATE OF ARKANSAS
DESEGREGATION PLAN

STUDENTS

Students are admitted to the College of Pharmacy on the basis of a point scale consisting of grade point average for 60 credit hours of pre-pharmacy courses, a Pharmacy College Admission Test, references and interviews by the faculty. A minimum 2.0 (C) grade average in the pre-pharmacy courses is required of all applicants. No applicant is denied admission solely on the basis of an admission test. No applicant is denied admission on the basis of race or sex.

Admission criteria of the College of Pharmacy are not a significant factor in the representation of black students admitted. For the 1975-76 entering class, one black student applied for admission and was accepted into the Fall 1975 class and is presently a student. It is suggested that the disproportionate representation of blacks in this student body is due to the lack of black applicants rather than admission criteria. (See section related to recruitment).

Students are admitted into the College of Pharmacy once a year. No change in admissions criteria has been made nor is anticipated.

ADMISSION FOR GRADUATE SCHOOL

Not applicable to the College since admissions for graduate study is a function of the Graduate School.

PROFILE OF STUDENT BODY

The Fall 1975 entering class, for the 1975-76 Academic year included 1.6% black students. The remainder of the students are white, not of Hispanic origin.

Since there are no mid-year admission to the College of Pharmacy and since a new class will not be entered until August, 1976, there has been no change in the profile of the student body.

RECRUITMENT OF MINORITY STUDENTS

The College of Pharmacy accepts 62 students for each entering class once a year. Currently and previously there have been many more applicants than can be accepted. Consequently, recruitment efforts have been minimal.

Current activities implemented to increase the number of black applicants to this College include:

1. Letters to pre-pharmacy advisors at all accredited colleges and schools in the State requesting names of black students on those campuses so that promotional brochures may be sent to them. Since 60 credit hours of specified course work is required for admission to this College, names of black students with previous college work compatible with the pre-pharmacy curriculum have been requested in order that this effort may have an impact in the near future. Students whose names have been submitted are being contacted by letter.

2. The College participated with other colleges of this campus in discussing Pharmacy and other Health Sciences with a group of black students from the University of Arkansas at Pine Bluff. A faculty member, a black practicing pharmacist and a black pharmacy student gave the advantages of Pharmacy as a career for minority students.

3. At a high school "Career Days", names of minority students in the junior and senior classes were obtained from the school counselor and each of these students were mailed a brochure concerning pharmacy as a career.

RECRUITMENT FOR GRADUATE PROGRAMS

Since a Baccalaureate degree in pharmacy is a requirement for pursuing a graduate degree in the Pharmaceutical Sciences, recruitment for this program is limited to a graduate of a College of Pharmacy. Efforts to recruit minority students for this area have been unsuccessful to date because of the competition of private enterprise for our black graduates.

RETENTION PROGRAMS

For the academic year 1975-76 retention rate of minority students has been 100%.

The College maintains a student advisory system in which each entering student is assigned to a faculty member who acts as that student's advisor for academic and other matters.

FINANCIAL AID

During the academic year 1975-76, 58 of a total of 129 students in the College of Pharmacy are receiving some form of financial aid. Available to these students were Guaranteed Bank Loans, Health Profession Loans, Work Study Funds and Basic Educational Opportunity Grants.

FINANCIAL AID (continued)

Of these 58 students receiving aid, one is a black student. The other black student currently enrolled had previously expressed a need for financial aid prior to entering school, but upon entrance she stated she was not in need of financial assistance and did not apply for aid. Other students receiving financial aid are of white, not Hispanic origin.

The College of Pharmacy is presently in the process of centralizing financial aid activities for its students with the College of Nursing and Health Related Professions through a single office.

Financial aid needed to meet projected minority students enrollment is expected to be available through the present sources.

PROGRAM COOPERATION

Cooperation with other institutions designed to acquaint minority students with the College of Pharmacy and pharmacy as a career has been discussed under the section on Recruitment.

Letters were sent to pre-pharmacy advisors at 21 colleges and schools in Arkansas requesting the names of black students in science areas so that promotional letters and brochures may be sent to those students. To date, four of the pre-pharmacy advisors contacted have responded with the names of six students. Each of these students is being contacted via mail.

Minority students from other institutions touring this campus are encouraged to visit with a black practicing pharmacist and a black student concerning pharmacy and the pharmacist and black student are scheduled to talk to the touring students. This has occurred with a group from the University of Arkansas at Pine Bluff.

A copy of the letter sent to pre-pharmacy advisors is attached as well as the brochure sent to the students.

UNIVERSITY OF ARKANSAS
MEDICAL CENTER
LITTLE ROCK

SCHOOL OF MEDICINE
SCHOOL OF NURSING
SCHOOL OF PHARMACY
UNIVERSITY HOSPITAL

February 20, 1976

Dear

We appreciate very much the activities and support given to the College of Pharmacy by our Pre-Pharmacy Advisors throughout the state and we recognize that your efforts have sent us many fine applicants each year.

We are interested in increasing the number of Black students applying for admission to our College. To accomplish this, we are requesting that, if possible, you would send us the names of Black students on your campus that we might contact directly and send to them promotional material on the profession of Pharmacy. These students may or may not have previously indicated an interest in Pharmacy or other Health Science field but should be taking course work compatible with the Pre-Pharmacy requirements and as with all of our applicants, should have the academic potential for acceptance.

Thanking you for your cooperation, I am

Sincerely,

James R. McCowan
Assistant Dean
College of Pharmacy

dlv

UNIVERSITY OF ARKANSAS
MEDICAL CENTER
LITTLE ROCK

SCHOOL OF MEDICINE
SCHOOL OF NURSING
SCHOOL OF PHARMACY
UNIVERSITY HOSPITAL

February

Dear

It was a pleasure for the University of Arkansas College of Pharmacy to be represented at the recent "Careers Day" at ______________High School.

We are sorry that it was not possible to visit with each of you individually concerning the benefits of Pharmacy as a career, however, a brief pamphlet about Pharmacy is enclosed.

Should you be considering College following your high school graduation and if you are interested in the Health Sciences for a career, we hope you will consider the profession of Pharmacy. If you have questions concerning a career in Pharmacy, please let me know.

Sincerely,

James R. McCowan, Ph.D.
Assistant Dean
College of Pharmacy

dlv

GRADUATE SCHOOL'S
IMPLEMENTATION OF THE STATE OF ARKANSAS
DESEGREGATION PLAN

STUDENTS

Regular Admission - A graduate from the University of Arkansas, or from an accredited school requiring substantially the same undergraduate program as is required in the University, may be admitted to graduate status if his grades are well above the average required for the bachelor's degree. In practice, this means either a grade average of 2.50 or above for all work recorded covering the undergraduate program, or a 3.00 average or above on the last 60 hours of undergraduate credit.

Conditional Admission - If an applicant does not meet the above criteria for regular admission to the Graduate School, he may be admitted, with the approval of the department concerned and the Graduate Dean, on a 12 hour condition. To remove this condition and acheive regular graduate school admission status, the student may either (1) present satisfactory scores on the Graduate Record Examinations or equivalent examinations, or (2) earn a "B" (3.0) average on the first 12 hours of graduate-level work taken for the degree program. Furthermore, the department in which the student is enrolled must file with the Graduate Dean a letter recommending that the student be given regular status and that he be admitted to a specific graduate program.

Admission criteria for graduate school has been established at a level to assure that all students who apply could have several alternatives to qualify for admission. No student will be refused admission on the basis of a single criterion.

Admission to graduate standing does not admit a student to a specific graduate program. Therefore, in addition to satisfying the general requirements of the Graduate School, the applicant will comply with the specific requirements and have the approval of the department in which he desires to pursue advanced study.

PROFILE OF PRESENT STUDENT BODY

There are 130 students enrolled in graduate school during the Spring 1975-76 semester, five Tiawanese, six blacks and one hundred and nineteen whites. Of the 130 enrollment, forty are males and ninety are females. All six of the blacks are females.

Admission criteria for each separate program was submitted in the December, 1975 report. Several of the disciplines have taken positive steps since those reports were submitted. They are as follows:

COMMUNICATIVE DISORDERS

The following admissions criteria have been utilized beginning with Spring term 1976 semester:

Grade point average: 2.75 (4=A)

Two letters of recommendation

Graduate Record Examination total score of 850 or Miller Analogies Score of 40

18 undergraduate hours in language, speech and hearing disorder courses.

Admission criteria for this graduate program has been established at a level that seems to assure that the student can successfully complete a masters of science degree. Scores on the two national tests are at a level that is reasonable and the scores are not intended to exclude qualified students. The GRE score of 850 is at the 22 percentile on the national level. The Affirmative Action Program at the University of Arkansas has provided funds for 30 students, currently enrolled in the program, to take the MAT. The results will be utilized to determine the MAT cut-off for admission. There will be four blacks in this test group. Letters or recommendation provide an opportunity for candidates for graduate study to be evaluated on an overall basis with concern for non-academic areas.

Department of Biochemistry - The Department of Biochemistry made several changes in its program organization during the fall 1975 semester. Some of the changes will better utilize their experience gained from students who are presently enrolled. For example, a departmental admissions committee was established to evaluate applicants to that department. Test scores, grade-point averages and undergraduate programs of students now enrolled will be evaluated and used as guidelines for selecting future students. They now have six minority students enrolled, five Tiawanese and one black. Three of the six will receive the Doctor of Philosopy degree in June of this year. All applicants, regardless of race or sex, will be given the opportunity to make up deficiencies in his academic record in order to qualify for admission.

Nursing Science - The Nursing Science graduate faculty beginning with the applicants now in process, is eliminating the requirement that students must make a specific score on any test, and will instead consider the applicant's overall record. So far, all black applicants who have applied have been admitted.

The impact of these changes should give any minority student who applies to graduate school an opportunity to determine whether he is capable of doing graduate work in any of the above areas. Some areas have already admitted 10% blacks for the next academic year.

With regard to proposed changes in present policies in the other graduate programs, the Associate Dean will request that each discipline establish a plan, if they do not now have one, during this academic year, for admitting, recruiting and retaining students regardless of race or sex. If, at that time, it is felt that any discrimination exists, corrective measures will be initiated.

RECRUITMENT

Students are recruited from undergraduate programs at UALR (University of Arkansas at Little Rock) by participating in black studies workshops and programs, by being available when potential students want information regarding the program, and by recruiting visits to institutions such as UAPB (University of Arkansas at Pine Bluff).

Graduate faculty has visited UAPB students and will visit college representatives at a State meeting in Jonesboro, Arkansas. There were soci-psycholinguistic workshops last year and probably will be held again this year.

Some of the basic science graduate faculty are preparing brochures for distribution to all schools and particularly predominately black schools.

The Nursing Science graduate faculty is contacting by telephone, correspondence and personal visits, predominately black nursing schools in an effort to attract black graduate students. Students are invited to visit UAMS in an effort to attract them to the program.

COLLEGE OF NURSING
IMPLEMENTATION OF THE STATE OF ARKANSAS
DESEGREGATION PLAN

STUDENTS

Admission policies - undergraduate admission policies for the College of Nursing have not been revised since the December, 1975 report. Rationale follows:

Application for full admission into the professional nursing major is made when the 60 semester hours of liberal arts requirements are nearing completion, usually at the end of the Fall semester of the sophomore year.

An applicant is expected to have a minimum cumulative grade point average of 2.00 in required liberal arts courses, an overall minimum cumulative 2.00 average in all college courses and less than 25 percent "D" grades when ready to begin the nursing major. When fewer applicants than the total number applying can be accepted, applicants with 2.2 grade point averages or higher will be given preference.

Students are assessed in relation to their individual strengths or limitations based on the following criteria: 1) pre-admission test scores (see December report); 2) grade point averages as outlined above; 3) courses being completed in the admissions semester; 4) course requirements which will be lacking at the time of admission; 5) courses in which the student has demonstrated the least ability as reflected in grade point averages. Students who most nearly reach optimum standards in the criteria are given progressive priority for admission.

Impact of admission policies on minority students - For the class of 1975, 66.7% of minority students who applied were admitted (8 out of 11 applicants) 46.4% of non-minority students who applied were admitted (49 admitted out of 111 applicants). This evidence supports an equal potential for the admission of minority and non-minority students. Applicants for the Class of 1976 have not yet been reviewed for admission.

At this time there does not appear to be need for revision of admission criteria.

PROFILE OF THE STUDENT BODY

Fall semester enrollment in the undergraduate program was 154 students. This number included 23 minority students (14 black, 1 Asian, 2 Hispanic and 6 males) and 131 non-minority students representing 35 of the 75 counties in Arkansas, 7 states outside Arkansas and 1 foreign country.

Fifty-seven students entered the professional nursing major for the first time in the Fall of 1975. This number included 8 minority students (5 black , 1 Asian, 1 Hispanic 1 white male) and 49 non-minority students representing 24 of the 75 counties in Arkansas, 2 states outside Arkansas and 1 foreign country. Note: One additional minority student re-entered this class following an academic leave of absence.

RECRUITMENT OF MINORITY STUDENTS

The College of Nursing continues to work with the University system and the Medical Sciences Campus in high school visitation. The College continues to work with its advisory system in all colleges in the State. Visits are made to these campuses throughout each year and recruitment of the minority students is as important as the recruitment of any other student. The College cooperates with the Arkansas State Nurses Association in its Breakthrough Program and minority students are intensely involved. This includes both self-help program and recruitment of new students. Please refer to retention policies for additional information.

RETENTION PROGRAMS

In an effort to retain minority students in the program we continue to use a leave of absence policy with recommendations from faculty and supportive correspondence. In addition, students who are having academic difficulties are encouraged to return to post-secondary institutions to complete dificiencies for the nursing major while they are on leave of absence from the College. This includes strengthening general academic proficiency. In relation to this point, since students are admitted to the nursing major in the third college year, it is essential that the first two college years provide a strong base for continuing academic performance.

For the first time this year, the College has established a policy that students returning from leave of absence must notify the College one semester in advance of the anticipated return. This provides assurance for the student that a place will be reserved in the appropriate class and allows the College to arrange class size so that faculty will have time for working with students who, for a variety of reasons, may need additional assistance or support.

Through the Student-Faculty Coordinating Committee in the College of Nursing and the Associated Student Government at the University of Arkansas for Medical Sciences minority students are given every opportunity for full participation. The student-Faculty Coordinating Committee encourages minority students, as well as any other student in the College, to bring agenda items and to discuss their concerns.

Retention rates as included in the December, 1975 report provide the following data based on figures of the past five years and include only those three classes that have graduated through June, 1975.

A total of 121 students were admitted in 1970, 1971 and 1972. Of these 121 students 8 were black students. A total of 101 of these students graduated in 1972, 1974 and 1975 respectively. (There was a change of curriculum and this accounts for no graduates in 1973.) Overall retention rate was 83.5%. Retention rate for black students was 62.5% for a total of 5 black students graduating. Retention rate for white students was 84.9%. Black graduate failure rate on State Board examinations was 20%. White graduate failure rate was 2%.

Retention rates and failure rates on State Boards give an indication of retention policies. Black graduate failure rates have been as high as 50% and as low as 20% with a median of 33% and white graduate failure rates usually are 2 to 3%. Indications might be that even though retention rates for black students are lower than for white students, retention practices for black students are more lenient than for white students.

One of the efforts of the College and the Black community must be to recruit qualified applicants with a wider range of abilities.

College of Nursing efforts continue to use frequent student-faculty conferences, clinical observation, Student Progress and Promotions Committee counseling, related evaluation process and the learning lab at UALR to bring these polcies into greater agreement.

FINANCIAL AID

Efforts are made to identify those minority students who need financial assistance and to encourage them to apply for funds to help relieve the stress of monetary worries while in school. However, it should be noted that financial funding has not been sufficient for many students, minority or non-minority, in the past two years. Sometimes students become overly concerned about repayment if it is in the loan program and need help in understanding the importance of borrowing in order to allow time and energy to excel academically.

The College of Nursing is constantly looking for additional funds. The Dean is continuously meeting with various community groups in an effort to establish new sources of financial aid for students. These efforts are in relation to both projected minority and non-minority enrollments. Efforts are to allocate the monies where there is greatest need.

The College of Nursing student aid has been administered by a faculty committee in the past; however, plans are being developed at this time to combine the nursing student aid administration with that of the College of Health Related Professions and Graduate School. This will permit one individual to become more proficient in the administration of financial aid, seeking of funds and dissemination of information regarding available student aid.

A brochure describing financial aid available at the University of Arkansas Medical Sciences Campus is being written. This brochure will be widely distributed over the State to the various colleges and potential applicants.

PROGRAM COOPERATION

The College of Nursing has established an advisory system in all colleges in the State. The effort of the advisory system is to provide students (minority and otherwise) with an understanding of the program and opportunities for students offered by the College of Nursing as well as guidance for students who have already selected nursing as their career choice. Plans are underway to invite students to the UAMS campus following the advisory visits.

The College of Nursing is cooperating with the new Baccalaureate nursing program at the University of Arkansas in Pine Bluff which has in the past been predominantly black. There will be opportunities for exchange of both students and faculty among the two programs.

FINANCIAL AID
(GRADUATE SCHOOL AND UNDERGRADUATE COLLEGES OF HEALTH RELATED PROFESSIONS, NURSING AND PHARMACY)

Seven federal financial aid programs are available to students enrolled in the above colleges and graduate school during the 1975-76 academic year. They are Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work-Study, National Director Student Loans, Guaranteed Student Loans, Health Professions Loans and Scholarships, and Nursing Student Loans and Scholarships.

Sixteen students received B.E.O.G. funds totaling $14,500.00. Five of the sixteen were black students who received a total of $4,960.00. Thirteen students received S.E.O.G. funds totaling $6,500.00. Five of the thirteen were black students who received a total of $2,800.00. Nineteen students are on College Work-Study, two black and seventeen white students. They are still working and their amounts are not determined exactly at this time. Fifty-four students received NDSL funds totaling $45,867.00. Seven of the fifty-four were black students who received $5,450.00 in NDSL loan funds. Ninety-six students received GBL funds totaling $137,951.00. Seven of the ninety-six were black students who received $11,500.00. Nine students received HPL funds totaling $8,739.00. One of the nine was a black student who received $971.00. Thirty-two nursing students received nursing loans totaling $12,150.00. Eight of the thirty-two were black students who received $2,850.00. Thirty-seven nursing students received nursing scholarships totaling $11,830.00. Four of the thirty-seven were black students who received $1,200.00.

Local banks have been contacted and arrangements for guaranteed loans have been worked out. Faculty members and staff have cooperated in filing applications for financial aid for the 1976-77 academic year from federal sources.

Funds were available from one source or another to aid all minority students during the current academic year except in the College of Nursing. The Nursing Loan and Scholarship funds were inadequate to meet the needs of minority as well as other nursing students.

B.E.O.G. applications are being distributed widely to all students. Minority students are being urged to apply for these as well as other funds. Nursing students will be assisted in preparing applications for GBL funds if Nursing Loan and Scholarship funds are inadequate to meet the needs again next year.

Financial aid for minority students enrolled in graduate programs was adequate for the present academic year. However, more NDSL funds could be utilized as long as they carry a low interest rate.

The Colleges of Nursing and Pharmacy student aids have been administered by faculty committees in the past; however, plans are being developed at this time to combine the nursing and pharmacy student aid administration with that of the College of Health Related Professions and Graduate School. This will permit one individual to become more proficient in the administration of financial aid, seeking of funds and dissemination of information regarding available student aid.

A brochure describing financial aid available at University of Arkansas Medical Sciences Campus is being written. This brochure will be widely distributed over the State to the various colleges and potential applicants.

COLLEGE OF MEDICINE'S IMPLEMENTATION OF THE STATE OF ARKANSAS DESEGREGATION PLAN

The College of Medicine is a fully accredited, four year medical school with a total enrollment of 483 students, a full-time faculty of 350 members, augmented by an equal number of voluntary faculty of practicing physicians from over the State. Approximately 265 interns, residents and fellows are in post-doctoral training in all the major specialties and subspecialties of medicine.

The facilities of the College of Medicine include the 326 bed University Hospital and Outpatient Clinics, a nine-story basic science education building, the T.H. Barton Institute for Medical Research and the Child Study Center.

The College of Medicine has as its major mission the education and training of the number and kinds of physicians needed by the State of Arkansas. The College of Medicine is the only medical school in the State of Arkansas and thus serves as a statewide institution, admitting and graduating students from all 75 counties in the State. An Area Health Education Program was initiated by the College of Medicine in 1974 and six Area Health Education Centers (AHECs) have been developed over the State as outreach sites for pre- and postdoctoral teaching and training, and continuing physicians education. The AHECs are located in Fort Smith, Fayetteville, Jonesboro, Pine Bluff, El Dorado and Texarkana.

STUDENTS

The student body of the College of Medicine consists of 483 full-time students, distributed equally between the classes for the four years. These students are all Arkansas residents and come from all 75 counties in the State. In excess of 25 percent of the present total enrollment come from communities of 6,000 or less population, and more than 20 percent are from low income, financially disadvantaged backgrounds. Of the 483 students enrolled in the College of Medicine, a total of 298 are receiving financial assistance, either through direct aid, special scholarship loans or guaranteed loans.

Of the total current enrollment in the College of Medicine, 68 are female students, and of the 121 admissions to the current first year class, 27 are females.

There are nine black students presently enrolled in the College of Medicine four of whom are female students. The number of black applicants for admission to the school for the first time in the fall 1975 semester was fourteen. Seven of these were approved for admission, however, only one enrolled.

The number applying for entry in the upcoming academic year was sixteen, thirteen of whom have already been approved for admission. Two of the sixteen applicants are female students and both have been approved for admission.

The College of Medicine, through the Dean's Office and representative committees, has an established working relationship with the State's traditional black colleges and those attended by significant numbers of minority and disadvantaged students. Regular contacts are made with pre-medical advisors and heads of basic science departments in these institutions. During the course of each year, pre-medical clubs and other groups of students interested in medical school from virtually every college and university in the state visit the College of Medicine. These are inter-racial groups and include minority students. Each year, members of the Minority Student Recruitment Committee make scheduled visits to the four undergraduate institutions where the largest number of black students attend (i.e. UAPB, Philander-Smith College, and U of A at Fayetteville). At each of the campuses, the committee members meet with 10 to 20 or more black students who are interested in attending the College of Medicine. In addition to the group sessions, the committee members meet and counsel individually with those students desiring it. The committee also meets both in Little Rock and at the various college locations with key pre-medical faculty to discuss mutual needs, problems and objectives.

In January, 1976 an organizational unit was established within the College of Medicine for the planning, coordination and administration of a full-time program of activities aimed at the recruitment and retention of black students. An Office for Minority Student Affairs was created and a full-time director was employed. The Director of this Office is Mr. Bill Bauknight, a former black faculty member of the University of Arkansas at Pine Bluff. Mr. Bauknight has had extensive experience in working and communicating with minority and disadvantaged students.

The initial Minority Student Recruitment Committee, consisting of five senior faculty members, was appointed in August, 1974 by the Dean of the College of Medicine, Dr. Thomas A. Bruce. The committee has had the assigned task of either individually or collectively contacting minority undergraduate student groups to inform them and encourage their interest in medicine and other related fields, to counsel with them and assist them in finding resources and making other preparation for health career education. On December 1, 1975, the committee was expanded by the Dean to include eight full-time College of Medicine fauclty members and two black first year medical students. *(Membership listed on following page).

Each of the ten committee members chosen was characterized by a strong commitment to and involvement in increasing the educational opportunities of minority students in the field of medicine. The committee and its individual members is directly involved in various specific activities of the College of Medicine's Minority Student Recruitment and Retention program.

The Director of the Office of Minority Student Affairs meets regularly with the MSRR Committee and provides information and assistance to the committee as needed. He works closely with the committee and involves and utilizes them in the various operational activities and planning functions. The members of the committee provide information, assistance, advice and counsel to undergraduate minority students interested in medicine as well as those who are enrolled in the College of Medicine.

*Minority Student Recruitment and Retention Committee

Joseph Henry Bates, Chariman; B.S.M., M.D., Professor of Medicine and Microbiology
George L. Ackerman, M.D., Professor of Medicine
Roosevelt Brown, B.S., D.D.S., Assistant Professor of Oral Surgery and Pediatrics
John L. Delk, B.A., M.A., Ph.D., Associate Professor of Psychiatry
Arthur Haut, A.B., M.D., Professor of Medicine
Beverly Lewis, First year student, College of Medicine (Black)
Edgar A. Lucas, B.A., M.S., Ph.D., Assistant Professor of Anatomy
Charles M. Nolan, M. D , Assistant Professor of Medicine
Paul P. Rountree, B.S., M.D., Assistant Professor of Family and Community Medicine
Alonzo Williams, First year student, College of Medicine (Black)

The director maintains close communications with each minority student in the College of Medicine and encourages them to keep him appraised of their progress in school, particularly if problems are arising in their academic studies.

Several of the black students of the College of Medicine have voluntarily visited both high schools and undergraduate institutions over the State to meet with groups of minority students to talk about the College of Medicine and the opportunities which exist.

Over the past several years, the Admissions Committee of the College of Medicine has become increasingly more liberal in its interpretation of the MCAT score as a criterion for admission, particularly for black applicants. It is virtually assured that this policy and practice will continue until such time as a revised MCAT examination is determined to be fair and unbiased, or a more equitable and reliable test is devised. By an Act of the State Legislature in 1975, the Admissions Committee for the College of Medicine was expanded to include two representatives from each of the four Congressional Districts of the State and one at-large member. The total committee, as chosen by the University of Arkansas Board of Trustees, now includes these nine members, plus six faculty members of the College of Medicine. There is black representation on the committee. It is apparent that this new, more broadly representative committee is inclined toward an increased consideration of other more equitable criteria for medical school admissions.

In an effort to assist students who experience academic difficulties, to avoid their failure and the consequent necessity for their being dropped from medical school, it has been the policy of the College of Medicine to allow students who fail no more than one major academic course during the first year to repeat the course during the following summer. This provision has been utilized by a significant number of students each year, including minority students. Despite this, it has been found that there are some students, and this occurs particularly among black students, who seem to be overwhelmed by the voluminous amount of new material they must absorb. These students seem to be unprepared in keeping abreast of the rapid pace of the academic courses, particularly during the first year. In an effort to assist and retain these students, a new program was initiated in the 1974-75 year based on a completely new medical school policy to aid those students who fail more than one of the major academic courses during their first and second year. Students experiencing failure in two major academic courses were given the opportunity to enter a "half track" system, one which would result in their taking only half of the normal load of academic courses at a time, thereby extending the first year to two years. Students participating in this receive extensive tutorial assistance from the faculty of the concerned departments. Three black students participated in this program during the 1974-75 academic year.

The most recent data on minority (black) and non-minority retention rates is shown in the following table:

	1972-73	1973-74	1974-75	1975-76
First Year Black Students	2	6	4	2 *(1)
Second Year Black Students	3	1	6	1
Third Year Black Students	3	3	0	6
Fourth Year Black Students	1	3	3	0
Retention Rate		87.5%	90%	80%

	1972-73	1973-74	1974-75	1975-76
First Year White Students	119	115	117	121
Second Year White Students	103	120	113	120
Third Year White Students	103	103	122	112
Fourth Year White Students	98	103	102	120
Retention Rate		100%	99.7%	100%

*Student repeating the first year, entering the "half track" system.

The College of Medicine submitted an application to the Health Resources Administration of the Department of Health, Education and Welfare for a Health Professions Special Project Grant on February 15, 1976. A primary objective of the proposed project is to increase the educational opportunities for minority (black) students in the field of medicine and to increase significantly the recruitment and retention of such students in the College of Medicine

FINANCIAL AID

Loan, scholarship and work study assistance is available to students who are in need of financial aid to undertake and complete the program of study leading to the degree of Doctor of Medicine. The amount of educational assistance for which a student may qualify is determined by the resources available to the student and the educational costs the student will encur for an academic year.

The resources available to the College of Medicine determines the number of students who can be assisted and the limits in amounts of aid which can be provided within the limits of a student's educational expense budget. Funds appropriated by the State and Federal government for this purpose and grants gifts, and general contributions made to the college are the sources called on for this purpose.

Medical college enrollments, numbers of students requiring assistance, and the sums of assistance provided are summarized with a projection for future years.

Academic Year	Enrollment	Number Assisted	Percent Assisted	Sum of Assistance
1970-1971	416	194	46.6	$ 453,415
1971-1972	417	226	54.1	544,497
1972-1973	432	295	68.2	691,270
1973-1974	468	262	57.7	697,810
1974-1975	484	292	60.3	1,018,440
1975-1976	484	284	58.0	1,035,200
1976-1977	484	310	68.0	990,000
1977-1978	?	?	?	?

Continuing cost-of-living increase affecting both students and academic institutions coupled with de-emphasis and reduction in federal support of health professions student assistance program is a major concern. Enrollment increases and increases in tuition and fee charges will call for corresponding increases in federal aid.

A shortage of financial aid for students will obscure the gains of prior years to assure equal educational opportunity and, more particularly, limit the efforts of academic institutions to improve disadvantaged and minority representation.

The decline in federal direct loan assistance is estimated at a quarter of a million dollars. The emergence of new student assistance programs for health professions students calling for repayment through National Health Service or for practice in communities having a critical need for health professional assistance will offset the dollar reduction in other programs. However, relatively fewer students will benefit as opposed to the numbers assisted by programs now being de-emphasized.

Federal health policy analysts are now advocating that student assistance is not required, particularly for medical students. The concept advanced is that there is surplus of qualified applicants willing and able to pay the price to attend medical school; there is an unknown number of qualified applicants willing and able to pay a price higher than currently charged; and, with high physician earnings and low attrition rates for medical students, it is feasible for medical students to finance their medical education through loans (PIRL) calling for professional income repayment based on a fixed percentage of their income for a 20-25 year period. This concept would undoubtedly limit access to post-secondary education for many.

Steps to be taken call for expanding guaranteed student loans utilizing the banks of the State; reassuring the Congress that their wisdom in enacting the Health Professions Student Loan and Scholarship Program is evident and that with further federal appropriations their goal of capitalizing an endowed loan fund would be realized; and, establishing a viable assistance program which assures disadvantaged and minority students equal educational opportunity and continuity of support.

EMPLOYMENT

(See report of Summary of the Status of Employment in Implementation of the State Desegregation Plan for the total UAMSC institution submitted herewith - Part 7.)

PROGRAM COOPERATION

(See discussion of this under STUDENTS section submitted herewith.)

A SUMMARY OF STATUS OF EMPLOYMENT IN THE IMPLEMENTATION OF STATE OF ARKANSAS DESEGREGATION PLAN

In the area of employment the College of Medicine has six black faculty members which is an increase of four over the last eighteen months. There is one female associate professor, one black male assistant professor, two black male instructors and two black female instructors. A black M.D. was interviewed on March 9, 1976 for a faculty position in the College of Medicine. The College of Health Related Professions has one black female instructor which is a decrease of one in the last six months. There is one black secretary in the College of Health Related Professions. The Colleges of Pharmacy and Nursing do not have any black academic or non-academic employees.

In the area of non-academic employment the Dietary Department has promoted one black male and one black female to supervisory positions.

The Physical Plant section has hired two black male plumbers. Two and one-half years ago they did not have any.

Nursing Service has hired two black unit coordinators in the last four months. They previously had five and they were all white. A blackhead nurse was appointed for the Emergency Room. A black nurse was promoted to assistant head nurse. Accounts Department has increased its black employment from one to two. In the Outpatient Clinic area black employment has increased from four to twelve. The increase includes, nurses, nursing assistants and admission interviewers. There has been an additional black secretary in the College of Medicine, and a black female Receptionist in the Personnel Office.

Of the 2,000 or more employees at UAMSC, thirty percent are black. The black population of Arkansas is 18.3 percent. Although blacks are employed at a larger percentage than their representation in the general population, UAMSC has employed less than five percent of that thirty percent in the Administrative and Supervisory area of the work force. This is one of the areas in which we must focus our energies and efforts to promote and employ qualified blacks and females as department heads and supervisors.

Since April of 1974 the Human Relations Office had processed 150 complaints of discrimination. These complaints have been in the areas of termination, salaries, promotion, attitudes, dress codes, hiring, placement of graduates, operation of Credit Union, leave of absence, probation and others. Many of the complaints were personality difficulties and a significant number were actual discrimination on the basis of race and/or sex, especially in the area of salaries, promotion, hiring, placement of graduates and terminations. Terminations have been reversed as well as sustained, salaries have been increased, promotions have been granted, refusal to hire has been reversed, placement of graduates have been reversed, and other dispositions have been made in the cases of alleged discrimination at UAMSC.

The College of Medicine is attempting to increase the number of black academic employees by recruiting more black medical students. To accomplish this end the College of Medicine has employed a black male as Director of the Office of Minority Student Affairs with the primary goal of recruitment and retention of minority students.

The administrators of each of the eight organizational units; College of Medicine, College of Pharmacy, College of Nursing, College of Health Related Professions, University Hospital, Central Service Business, Central Service Non-Business and AHEC have been instructed to adhere to the following guidelines in recruiting new employees:

1. Search committees when used should include among their members women and minority persons.
2. There should be at least one contact with a predominantly minority college or university, employment or placement agency.
3. At least one professional publication and job registrar that reaches women and minorities should be contacted.
4. Advertisements should be placed in the media (radio, TV, newspapers etc.) which will reach minorities and females in the community.
5. The informal word-of-mouth recruiting technique should be avoided since minorities and females might not be in the word-of-mouth channels of recruitment.
6. Should the School, department or section's personnel fail to reflect the availability of minorities and females in the total work force then the method of recruitment should be evaluated or changed.
7. Members of minority groups and women already employed at UAMSC should be contacted.

8. The Arkansas Department of Higher Education maintains a Clearinghouse Program for potential black and white, male and female applicants. The Clearinghouse makes contacts with professional personnel throughout the United States and invites them to submit names and credentials to them for consideration of employment by higher education institutions in Arkansas. It is suggested that you contact the Clearinghouse when you have a vacancy to be filled. Should you be aware of a potential applicant but have no vacancy you might wish to forward the name and credentials of the applicant to the Clearinghouse.

The Human Relations Office has and will continue to examine and monitor UAMSC's policies and practices to be sure that they do not operate to the detriment of any person on grounds of race, sex, color, religion and/or national origin.

APPENDIX A

MINUTES OF MEETING
# of the
DESEGREGATION PLAN ADVISORY COMMITTEE

TIME: 10:00 A.M., October 6, 1975

PLACE: Department of Higher Education Conference Room
401 National Old Line Building, Little Rock, Arkansas

The following Committee members were present:

- Mr. William H. Osborne - University of Central Arkansas, Conway
- Mr. Chris D. Corbin - Westark Community College, Fort Smith
- Mr. Henry Akins - University of Arkansas at Little Rock
- Dr. Kenneth Walker - Arkansas Polytechnic College, Russellville
- Dr. Charles Jackson - Southern State College, Magnolia
- Mr. Charles Ross - Southern State College, Camden
- Mr. William L. Currie - Mississippi County Community College, Blytheville
- Dr. Joe T. Clark - Henderson State University, Arkadelphia
- Mr. Leon Blackwood - North Arkansas Community College, Harrison
- Dr. Ben Whitfield - Southern State College, El Dorado
- Mr. A. S. Kirk (representing Mr. Percell Ryan, East Arkansas Community College)
- Ms. Elizabeth C. Williams - Arkansas State University, Jonesboro
- Mr. Johnny B. Johnson (representing Dr. Walter Littlejohn, University of Arkansas at Pine Bluff)
- Mr. Ronnie Higgins (representing Dr. Claude H. Babin, University of Arkansas at Monticello)
- Mr. James T. Young (reoresenting Dr. Gene Weber, Phillips County Community College
- Mr. Gerald H. Fisher (representing Garland County Community College)
- Mrs. E. Boone-Watson, Jonesboro
- Mrs. Maeleen Arrant, Pine Bluff

The following were also in attendance:

- Mr. Travis Adams, Arkansas Polytechnic College, Russellville
- Mr. Darrell F. Walters, University of Arkansas Medical Sciences Campus
- Mr. R. A. Young, Arkansas Polytechnic College, Russellville
- Mr. John L. Kearney, University of Arkansas at Pine Bluff
- Mr. T. E. Patterson, Office of the Governor, Little Rock

The following members of the press were present:

Mr. Jerry Dean, *Arkansas Democrat*, Little Rock
Ms. Margaret Arnold, KTHV, Little Rock
Mr. John Miller, KTHV, Little Rock

The following staff members were present:

Dr. M. Olin Cook, Director
Dr. Gary Chamberlin, Associate Director
Mr. Robert E. McCormack, Assistant Director for Federal Programs and Finance
Mr. Charles M. Hodge, Coordinator for Human Resources
Miss Lynda Phillips, Secretary

The meeting was called to order at 10 A.M. by Mr. Hodge. Agenda items were announced: 1) development of a procedure for determining the amount to be requested for desegregation activities during the next biennium; 2) outline of the Arkansas response to the August 4 letter from Office for Civil Rights; 3) results of the Office for Civil Rights' review of the affirmative action plans submitted by the several institutions.

Following the announcement of the agenda items, Mr. McCormack explained the procedures of the general appropriations committee for requesting funds for the 1977-79 biennium. The Desegregation Advisory Committee, he stated, is asked to provide input into the process for the 1977-79 biennium by giving some directions to the general appropriations committee. The appropriations committee has assigned Mr. Darrell Walters to assist the Desegregation Committee in developing a format for requesting funds. Mr. McCormack's remarks were followed by a statement from Mr. Walters. Mr. Walters stated this is a special request for each institution to place a dollar value on the desegregation program for the two year period of the next biennium. Mr. Walters further indicated that he and Mr. Hodge had talked in terms of a sub-committee from the Desegregation Advisory Committee in order to get a working size group. Mr. Walters also explained that a final report to the general appropriation committee will be due October 24, 1975.

Mr. Hodge suggested that the group begin to develop a procedure for complying with the request. A representative sub-committee should include various size institutions as well as institutions with varying minority enrollments. Mr. Hodge reported that the areas included in the Desegregation Plan for which funds can be requested are: 1) recruitment - efforts that are above and beyond those now in operation at the institutions; 2) admissions of students - efforts to develop and implement procedures for broadening the admission policies at the several institutions; 3) retention and integration of students - once recruited and admitted, efforts to insure full campus participation by minority students, academically and socially; 4) employment, classified and unclassified positions - recruiting, advertising vacancies at the several institutions. These are the four areas, Mr. Hodge continued, that the sub-committee should initially consider, though other areas may be added.

Mr. Hodge asked for suggestions for the composition of the sub-committee. Dr. Chamberlin suggested it would be appropriate to describe the process used for requesting desegregation funds for the current biennium. A lengthy analysis of the first efforts for requesting appropriations for desegregation followed. Following Dr. Chamberlin's remarks, Mr. Hodge asked that a representative for the following institutions serve on the sub-committee: University of Arkansas, Fayetteville; University of Arkansas at Pine Bluff; Henderson State University; Arkansas State University; and Phillips County Community College. Mr. Hodge advised that the sub-committee will report to the full committee before any final recommendations are made to the general appropriations committee.

Mr. Hodge asked for questions concerning the appropriations request process for funding desegregation efforts during the next biennium. There were no questions or comments. He then asked if there were any specific questions concerning areas of consideration for the sub-committee. Dr. Jackson responded by asking if such desegregation funds would be separate from other institutional appropriations. Dr. Chamberlin asked Dr. Jackson if he meant a separate line item. Dr. Jackson answered that his primary concern is that the institutions know the amount of funds available for institutional desegregation activities. Dr. Fisher, indicating he disagreed for no special reason, noted there are so many activities that it would be almost impossible to identify them all without the use of an undesirable line item appropriation. Mr. Walters explained this is the opportunity for institutions to identify and request funds to support the desegregation program. Dr. Chamberlin asked Dr. Jackson for suggestions regarding appropriation request procedure. Dr. Jackson stated that the desegregation appropriation should be set up separately, and rather than attaching cost to a semester credit hour basis, it would be better to analyze the cost of implementing each element of the Desegregation Plan. In response to the discussion, Dr. Cook advised that the direction and commitment of each institution in the area of desegregation are outlined in the Desegregation Plan.

Mr. Hodge said when planning for the next biennium, it would be advisable to keep in mind recent interpretations provided by the Office for Civil Rights. Specifically, Mr. Hodge informed, desegregation success should not be determined wholly in terms of numbers or percentages. Any measure of success should include an analysis of programs implemented in the areas of recruitment, admissions, retention, and employment. Mr. Hodge continued to advise that while mere numbers and percentages will give some measure of success, they do not imply total desegregation success. Dr. Andrews asked how desegregation success can be measured. As a response Mr. Hodge encouraged institutional analysis of programs in the areas of recruitment (student and faculty) and student retention as to the specific impact on minorities. Mr. Hodge added that the quality of the programs in these areas will determine, to a great extent, successful desegregation efforts. Dr. Cook commented that percentages cannot be ignored entirely, and efforts to change attitudes are equally as important. Mr. Akins observed that changing attitudes is difficult at best.

Mr. Hodge directed the committee's attention to consideration to the next agenda item - Arkansas' response to the Office for Civil Rights' letter of August 4, 1975. The deadline for responding, Mr. Hodge said, is October 17. Mr. Hodge thanked all the institutions for putting forth a concerted effort in forwarding to the Department those materials required for the response. In every instance, he continued, the deadline dates were kept and the information received was very helpful in preparing the response. Mr. Hodge provided each committee member with an outline of the State's response. A discussion of the outline followed. Mr. Hodge noted that in the areas of retention and recruitment, every effort was made to emphasize those programs and activities that were operational at the institutions last academic year. The intent, he continued, is to provide the Office for Civil Rights with additional information as to what the institutions are actually doing. Further, a statistical summary of financial aid available to black students of all the institutions is provided. All data reflect the 1974-75 academic year. Dr. Fisher asked if any consideration was given to a uniform transfer system between institutions. Mr. Hodge stated that there is a section being included in the response that will deal with suggested changes to the Plan and a uniform transfer policy might be appropriate for consideration. Dr. Johnson questioned the intent of Dr. Fisher's question. Dr. Johnson said he could make no discernable relationship between a uniform transfer policy and race. He added that such policies apply to all students. Dr. Fisher said he agreed, provided each institution had a workable and equitable policy. Dr. Johnson related that all institutions in the State have a policy on student transfer between various accredited institutions. Dr. Fisher observed that such policies vary greatly. Mr. Hodge stated that suggested changes to the Plan would have to demonstrate specific impact on minority students. Dr. Chamberlin suggested that the Plan be modified to include a transfer policy. Mr. Osborne asked for a definition of a transfer policy. Dr. Fisher responded that such a policy would permit any student to transfer to any state supported institution. Mr. Hodge suggested that the transfer policy matter might be discussed later in conjunction with other requested changes to the Plan.

Mr. Hodge asked for other questions or comments concerning the State's response to the Office for Civil Rights' letter, and he stated that each committee member would receive a copy of the response following its release by the Governor's Office. Mrs. Arrant asked for an identification of the areas of concern mentioned in the Office for Civil Rights' letter. Mr. Hodge identified the areas of recruitment, admissions, employment, and UAPB facilities and instructional material. Dr. Chamberlin requested that the committee be provided a summary of the contents of the response. Mr. Hodge commented that the general intent of the response would be to reaffirm the State's commitment to the activities and programs included in the original Plan. He then provided a summary of the response's contents.

Following the summary, Mr. Hodge stated that two important areas addressed in the Office for Civil Rights' letter concerned salary and retirement benefits inequities at UAPB. Dr. Chamberlin informed that as of this date a final response to the concerns involving UAPB had not been drafted. In the area of black participation on governing boards, Mr. Hodge informed that the Governor was committed to placing minority representation on at least 60% of the governing boards of institutions of higher education by September 1976.

The discussion of the response's contents was followed by the Committee directing its attention to the next agenda item - suggested changes to the Desegregation Plan. The committee was reminded by Mr. Hodge that each member was forwarded via mail suggested changes to the Plan offered by the University of Arkansas. Before considering the suggested changes, Mr. Hodge asked for suggestions or comments regarding a uniform student transfer policy. Following a brief period during which no comments were heard, Mr. Hodge presented for committee consideration suggested changes offered by the University of Arkansas:

1) The University of Arkansas recommended that the responsibility for implementing the Caravan System as described in the Plan be changed from the Department of Higher Education to the individual campuses. Mr. Hodge explained that the intent of the Caravan System is to operate a procedure designed to insure that black students in the State receive information regarding higher education. Several comments were offered. Dr. Johnson stated that the responsibility for publicizing higher education in the State should rest with another agency other than the institution but actual recruitment should be the responsibility of the institution. Mr. Hodge stated that the program was not intended to replace recruiting efforts performed by the individual institution; campuses will continue to perform those recruiting procedures currently in operation. Hearing no further comments, the committee agreed to request a change in the Plan permitting the responsibility for implementing the Caravan System to be an individual campus function. The implementation will include the Self-Help Program and other recruiting activities.

2) The University of Arkansas recommended that the commitment contained in the Plan to seek the cooperation of high school counselors in advancing desegregation at the colleges and universities become a function under the sponsorship of the University. Mr. Hodge encouraged all institutions to continue efforts to inform high school counselors of desegregation efforts. However, it is the attitude of the Department of Higher Education, he continued, that the commitment can best be met on a statewide basis by following the procedure as originally stated in the Plan. No other comments or suggestions were heard. The suggested change by the University of Arkansas was rejected.

3) The University of Arkansas recommended that the Self-Help Program be eliminated as a statewide effort and implementation responsibility be assigned the individual campuses and operated in conjunction with Upward Bound and Talent Search Programs. Mr. Hodge stated that the primary objective of providing information on a non-institutional basis probably could not be met by incorporating the Program in existing Upward Bound and Talent Search activities. Hearing no further comments, the suggestion by the University of Arkansas to incorporate Self-Help and Upward Bound and Talent Search was rejected. The Self-Help Program, however, will become a part of the Caravan System, and primary responsibility for implementation will rest with the individual institutions.

4) The University of Arkansas recommended that the Orientation Visits Program be modified to allow institutional representatives to visit students rather than the original commitment of institutions providing expense for students to visit college and university campuses. Mr. Hodge offered a suggestion from the Department of Higher Education that would restrict orientation visits to community college students visiting campuses of four-

year institutions. The responsibility for implementation will be assigned to the individual campuses. The suggestion to request modification of the Orientation Visit Program to restrict its implementation to participation by community college students and implemented by the individual campuses was accepted by the committee.

5) The University of Arkansas recommended that the Cultural Exchange Program become a voluntary endeavor on the part of each institution and that each institution be strongly encouraged to initiate such a program. Mrs. Arrant objected to the term "cultural exchange" adding that cultural could not be exchanged in such a manner. Mr. Hodge explained that the intent of the activity was to profide an opportunity for students at different institutions to relate on a common base to share experiences. As substitute terminology, Mr. Hodge suggested that the activity be identified as "Intercampus Visitation." No further comments followed, and it was agreed that a request will be forwarded to make the Intercampus Visitation Program voluntary on the part of each institution and that each institution is encouraged to initiate such a program.

6) The University of Arkansas recommended that the Student Exchange Program as outlined in the Plan be eliminated. Mr. Hodge stated that at the time the commitment was included in the Plan, the intent was to provide a procedure allowing more white students to become aware and familiar with programs available at UAPB. Since the initial writing of the commitment, he continued, UAPB has increased its white enrollment significantly and has been successful in providing information concerning the institution to a larger representation of the State's population. The committee agreed that the intent of the commitment contained in the Student Exchange Program has been met. Hearing no further comment, the committee agreed to request the elimination of the Student Exchange Program from the Plan.

7) The description of campus Human Relations Committees as written in the Plan requires each institution to organize a human relations committee with equal representation of students and staff/faculty. The University of Arkansas recommended the deletion of the word "equal" from the descriptive requirements for organizing campus human relations committees. The committee agreed that such should be a function of each campus and consented to request the deletion of the word "equal" from the requirements for organizing campus human relations as stipulated in the Plan.

8) The University of Arkansas recommended that in order to insure that all approaches for implementing developmental/remedial services as described in the Plan are considered, such remedial instruction and tutorial services for students be interpreted to also include auto-tutorial and self-paced instructional programs. There were no objections to the new interpretation and the committee agreed to request such a change.

9) The University of Arkansas recommended a change in the original wording of the description of the Clearinghouse activity as contained in the Plan. The

following substitute wording was offered - "Any institution aware of a potential applicant for a faculty position but for which no vacant position is available, will inform the applicant of the existence and operation of the Clearinghouse." There were no objections, and the committee agreed to request the substitute wording for the Clearinghouse activity.

10) The University of Arkansas Law School recommended the deletion of the requirement for the Law School to establish a resources center as stipulated in the Plan. Such materials to be available in the resources center are currently available at existing locations. There were no objections, and the committee agreed to request the deletion from the Plan the requirement that the University of Arkansas Law School establish a resources center.

The final agenda item involved a report on the Office for Civil Rights' review of the Title VI Affirmative Action Plans submitted by all institutions. As a part of the review, the Office for Civil Rights provided a written critique and suggested revisions of each affirmative action plan. Mr. Hodge provided each committee member with the appropriate critique, and he reminded the committee that all revisions should be received by the Office for Civil Rights by October 17.

The meeting was adjourned at 12:30 P.M.

MINUTES OF MEETING
# of the
DESEGREGATION PLAN ADVISORY COMMITTEE

TIME: 10:00 A.M., November 18, 1975

PLACE: Department of Higher Education Conference Room,
401 National Old Line Building, Little Rock, Arkansas

The following Committee members were present:

Mr. Henry Akins - University of Arkansas at Little Rock
Dr. Walter Littlejohn - University of Arkansas at Pine Bluff
Mr. Ronald Garner - Garland County Community College, Hot Springs
Mr. William Currie - Mississippi County Community College, Blytheville
Mr. Leon Blackwood - North Arkansas Community College, Harrison
Mr. W. H. Osborne - University of Central Arkansas, Conway
Dr. Gene Weber - Phillips County Community College, Helena
Mrs. Maeleen C. Arrant - Pine Bluff
Dr. Joe T. Clark - Henderson State University, Arkadelphia
Ms. Barbara Desmarais - University of Arkansas, Fayetteville
Mr. Travis Adams (representing Dr. Kenneth Walker, Arkansas Polytechnic College, Russellville

The following were also in attendance:

Mr. James Young - Phillips County Community College, Helena
Dr. James Andrews - Henderson State University, Arkadelphia
Mr. Darrell Walters - University of Arkansas Medical Science Campus Little Rock

The following staff members were present:

Dr. Gary Chamberlin, Associate Director
Mr. Robert E. McCormack, Assistant Director for Federal Programs and Finance
Mr. Charles M. Hodge, Coordinator for Human Resources
Miss Lynda Phillips, Secretary

The meeting was called to order at 10 A.M. by Mr. Hodge. Items on the agenda included: 1) report from the sub-committee studying procedures for requesting appropriations for desegregation activities; 2) additional information concerning the semiannual report; 3) report on the initial reaction from the Office for Civil Rights concerning the Arkansas response to the Office for Civil Rights' letter of August 4 requesting the submission of certain data; 4) discussion concerning the recent distribution of Office for Civil Rights forms.

Mr. Hodge provided the following information: at the October 6 meeting of the Desegregation Advisory Committee, a sub-committee was appointed to determine a format for requesting funds for desegregation activities implemented by the several institutions. Members of that sub-committee included representatives from Henderson State University, Phillips County Community College, University of Arkansas - Fayetteville, Arkansas State University, and the University of Arkansas - Pine Bluff. The University of Arkansas - Little Rock was represented at the sub-committee meetings. Mr. Hodge asked a spokesperson for the sub-committee to present its report. Dr. Chamberlin spoke for the sub-committee and reported the sub-committee recommends that appropriation requests for desegregation activities for the next biennium be developed on a justification basis. Further, the sub-committee identified the following activity areas that may require appropriations: 1) recruiting and admission; 2) counseling and student services; 3) retention (developmental studies); 4) program implementation and monitoring; 5) financial aid; 6) faculty recruitment and professional development; 7) data management; and 8) intercampus visitation. Dr. Chamberlin continued by advising the committee that all funds requested in the several areas should be those amounts for desegregation activities that exceed the normal appropriations request for the specific areas. Dr. Chamberlin offered further elaboration on the areas identified. The area identified as program implementation and monitoring includes the expense of establishing an on-campus office with responsibility for coordinating the various desegregation activities, including the operating cost for the Human Relations Committee. The financial aid cost should include additional aid to be provided as a means of meeting the objectives of the Plan. Faculty recruitment and professional development should include additional cost involved in adhering to affirmative action guidelines. Data management includes the cost for developing necessary data retrieving systems. Projected expenses for providing exchanges between campuses should be included in the intercampus visitation area. Dr. Chamberlin informed that further explanation of each catagory will be provided in the Appropriations Manual distributed by the Department of Higher Education.

Mrs. Arrant inquired if there exists within the State a professional development program for college and university personnel. Mr. Hodge suggested that each institution may want to implement some kind of program with the intent of informing faculty members of the purpose and objective of affirmative action and desegregation activities. Following the discussion, the committee accepted the sub-committee's report.

Mr. Hodge informed the committee that due to the time spent in preparing the Arkansas response to the data request letter from the Office for Civil Rights, the October Semiannual Report was not available until mid November. The October Semiannual Report, Mr. Hodge continued, is statistical in nature and includes an update of all charts and tables included in the original Plan.

Continuing to the next agenda item, Mr. Hodge stated that the Department of Higher Education had received an initial response from the Office for Civil Rights regarding Arkansas' response to that Office's data request letter of August 4. Mr. Hodge said that Mr. Miles Schulze, Chief of the Higher Education Branch, Office for Civil Rights, Region VI, visited the Department of Higher Education during the week of November 10 and gave the Department an initial reaction to the Arkansas response. A summary of Mr. Schulze's reactions was provided the committee by Mr. Hodge. Mr. Hodge stated that the reactions centered around a lack of detail included in the response. The Regional Office for Civil Rights, Mr. Hodge continued, will probably develop a procedure for obtaining the kind of data required. Mr. Hodge provided a lengthy analysis of the specific lack of detail identified by Mr. Schulze. The specific lack of data included the areas of retention studies, admission policies, and faculty salary equalization at UAPB. Mr. Akins asked if individual institutions having inadequate admission policies were identified. Mr. Hodge informed that institutions were not identified by name. Mr. Curry asked if more specific information on retention studies is available. Mr. Hodge stated that the Office for Civil Rights had been informed that Arkansas institutions have not kept the kind of data required to conduct an acceptable retention study. However, institutions would be committed to retaining such data in the future.

Addressing the final agenda item, Mr. Hodge explained that the Office for Civil Rights' forms recently distributed to each institution are designed to obtain data on the progress and implementation of the Desegregation Plan. When completed, Mr. Hodge informed, the forms are to be forwarded to the Department of Higher Education for mailing to the Dallas Regional Office for Civil Rights. He further stated that questions regarding the forms may be directed to the Dallas Regional Office.

As a final comment, Mr. Hodge informed the committee that the future implementation of the Plan will include changes recently requested of the Office for Civil Rights.

The meeting was adjourned at 11:45 A.M.

MINUTES OF MEETING
# of the
DESEGREGATION PLAN ADVISORY COMMITTEE

TIME: 10:00 A.M., December 9, 1975

PLACE: Department of Higher Education Conference Room,
401 National Old Line Building, Little Rock, Arkansas

The following Committee members were present:

- Mr. Jacob J. Hogue (representing Dr. Claude Babin, University of Arkansas at Monticello)
- Dr. Charles Jackson - Southern State College, Magnolia
- Mr. Larry Bracken (representing Dr. John Russ, Garland County Community College, Hot Springs)
- Dr. Walter L. Littlejohn - University of Arkansas at Pine Bluff
- Mr. William Echols - Arkansas State University, Beebe
- Dr. Kenneth Walker - Arkansas Polytechnic College, Russellville
- Mr. Hoyle Mann (representing Mr. Charles Ross, Southern State College, Camden)
- Dr. Ben Whitfield - Southern State College, El Dorado
- Mr. Chris D. Corbin - Westark Community College, Fort Smith
- Mr. James T. Young (representing Dr. Gene Weber, Phillips County Community College, Helena)
- Dr. Bob Burns - East Arkansas Community College, Forrest City
- Ms. Elizabeth Williams - Arkansas State University, Jonesboro
- Dr. Fred Taylor - University of Arkansas, Fayetteville
- Mr. Charles White (representing Dr. Charles Prigmore, University of Arkansas Medical Sciences Campus, Little Rock)
- Dr. James Andrews (representing Dr. Joe T. Clark, Henderson State University, Arkadelphia)
- Mr. W. H. Osborne - University of Central Arkansas, Conway
- Mr. William Currie - Mississippi County Community College, Blytheville
- Mr. Henry Akins - University of Arkansas at Little Rock

The following were also in attendance:

- Mr. Ronnie Higgins - University of Arkansas at Monticello
- Mr. Travis Adams - Arkansas Polytechnic College, Russellville
- Mr. Dennis Cash - Westark Community College, Fort Smith
- Mr. Percell Ryan - East Arkansas Community College, Forrest City
- Ms. Marilyn Myers - Arkansas State University, Jonesboro
- Dr. C. W. Oxford - University of Arkansas, Fayetteville

Mr. Wayne Taylor - Southern State College, Camden
Mr. Jack May - Henderson State University, Arkadelphia

The following staff members were present:

Dr. Gary Chamberlin, Associate Director
Mr. Charles M. Hodge, Coordinator for Human Resources
Miss Lynda E. Phillips, Secretary

The meeting was called to order at 10 A.M. by Mr. Hodge. The general purpose of the meeting was to discuss the technical assistance outline provided by the Regional Office for Civil Rights for obtaining certain requested data; and the submission of Office for Civil Rights forms for obtaining desegregation related data. Mr. Hodge made several general announcements pertaining to the proper procedure for completing the forms.

Following the announcements, Dr. Jackson inquired as to how often such information as requested by the Office for Civil Rights forms would be needed. Mr. Hodge informed that the forms are to be submitted on an annual basis.

Mr. Hodge interrupted the procedings of the meeting to introduce new committee members and the institutions they represent: Ms. Marilyn Myers, Affirmative Action Officer, Arkansas State University; and Mr. Percell Ryan, Director of Federal Programs, East Arkansas Community College. Mr. Hodge extended expressions of welcome to the new committee members. Dr. Andrews introduced Mr. Jack May from Henderson State University. Mr. May attended the meeting as an observer.

Mr. Hodge directed the committee's attention to consideration of the Office for Civil Rights technical assistance outline, as distributed. Mr. Hodge indicated that the purpose of the outline is to obtain from the institutions additional and more specific information regarding desegregation efforts on the several campuses in the areas of admissions, student recruitment, and student retention. The outline requesting information regarding faculty salaries and facilities at the University of Arkansas at Pine Bluff will be submitted by the Department of Higher Education. A general description of the outline to be completed by the institutions was provided by Mr. Hodge.

Following the description, Ms. Williams asked for additional information concerning the necessity to submit a detailed analysis of admission requirements to teacher education programs. Mr. Hodge stated that detailed admission procedures should be provided in each case. He further informed that data required by the outline should be submitted to the Department of Higher Education by January 12. The data will be forwarded to the Office for Civil Rights on January 31. Several committee members objected to the deadline noting that more time was needed. Dr. Oxford asked that the Department of Higher Education contact the Regional Office for Civil Rights and request additional time. Dr. Chamberlin agreed to follow through with the request. During the discussion of the technical assistance outline, Dr. Chamberlin indicated that in projecting minority student enrollment (as required by the outline), each institution should set a 1980 goal that equals to at least 80% of the black population in the institution's service area.

Following the discussion, Mr. Hodge stated a general announcement concerning the implementation of the College Day Program. As a part of that implementation, Mr. Hodge advised, each institution is to participate with a biracial recruiting team. Further, Mr. Hodge stated that the El Dorado and Camden campuses of Southern State College and Mississippi County Community College should begin to organize campus human relations committees. (The three campuses identified are in the first year of operation.) The meeting adjourned at 11:45 A.M.

APPENDIX B

MODIFICATIONS
ARKANSAS COLLEGE AND UNIVERSITY PLAN FOR COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Self-Help Program

Section III, Students, item 5, page 14, of the Arkansas College and University Plan for Compliance With Title VI of the Civil Rights Act of 1964 describes a program designed to orient minority and disadvantaged students to college attendance. This program was for the purpose of providing a more individualized approach to information concerning career opportunities and the availability of higher education to students who would not likely consider attending college after graduation from high school. The program was to be conducted in regions of the state where higher concentrations of minority population existed and it was anticipated that most of the people contacted would be those of minority races. The program was conducted during 1974/75 on a pilot basis in two general regions of the state. As colleges and universities in the state have implemented programs and activities designed to meet the commitments of the statewide higher education desegregation plan, the need for conducting programs in the manner envisioned in the self-help program have become less important to the overall goal of desegregating higher education.

As a result of these activities and experience in implementing various types of programs, it is requested that the Self-Help Program be deleted from the Plan as a separate activity and that it be replaced with activities carried out by the various colleges and universities. The general purpose of this modification will be to transfer responsibility in recruiting minority students from a centralized activity initiated by the Department of Higher Education to a de-centralized activity carried out by each institution. Involved in the modification will be efforts by the institutions to recruit minority students in areas where minority population exists. Such efforts will involve the use of minority recruiting personnel, bi-racial recruiting teams, or other related activities designed to contact minority students and communicate the programs and activities available at the institutions.

In order to avoid a duplication of high costs for recruitment and to allow institutions to serve normally recognized constituencies, institutions will concentrate their primary recruitment activities in those areas of the state normally included in the institutional drawing areas. (Drawing areas have traditionally been defined as those counties in the state from which 90 percent of the in-state students are drawn. Although minor shifts do take place from time to time, these drawing areas have been relatively stable for several years. Attached to this document are maps showing the drawing area for each institution in the Fall of 1974). Although the recognition of traditional drawing areas is shown, this should in no way be interpreted as preventing any institution from recruiting in any region of the state. It does, however, suggest that institutions should be especially aware of the proportion of minority population living within the drawing area and direct recruiting and program activities toward serving the needs of both minority and non-minority population in the area.

In order that this activity might be better explained and the results measurable, each state-supported higher education institution will submit reports to the Department of Higher Education twice each year. These reports will include the number of students, by race, contacted at the various locations within the state and the results achieved. Information received on these reports will be included with the semi-annual reports of the Department of Higher Education to the Office for Civil Rights.

Orientation Visits

Section III, Students, item 6, page 14, of the Arkansas College and University Plan for Compliance with Title VI of the Civil Rights Act of 1964, (Arkansas Plan) describes a series of orientation visits organized to assist minority and disadvantaged students in recognizing educational opportunities open to them at levels above those in which they are enrolled.

Recruitment procedures currently utilized by Arkansas institutions offering graduate and professional degrees are directed toward impacting significantly on minority students. The new cooperative program between the University of Arkansas' Medical School and Pine Bluff campuses is designed to attract minority students to the Medical profession. Further, the program will identify course content on the undergraduate level considered helpful to the successful first year medical student. The state's law and other graduate schools have implemented recruiting procedures that provide information offering encouragement to minority students to continue educational pursuits.

It is considered that orientation visits as described in Section III between baccalaureate and graduate/professional institutions are not crucial to providing information and attracting minorities to advanced levels of higher education. Accordingly, it is requested that item 6, orientation visits, be restricted to visits between community colleges and baccalaureate institutions.

Intercampus Visitation

Section III, Students, item 10, page 16, Arkansas Plan, describes a series of exchanges of cultural and performing groups between the various institutions. The intent of the exchanges was to provide the opportunities for students to learn and become aware of the culture and heritage of the opposite race. Many opportunities are provided the students through intercampus sports activities, intercampus debate teams, intercampus political organizations and conferences, the statewide meeting of the Human Relations Committees, and other such activities that bring students together from the several campuses. In addition each campus should continue to explore new approaches that have high potential for creating better understanding among students of different races.

Because many opportunities now exist within Arkansas higher education for students to become better aware of existing cultures, it is requested that the implementation of item 10, cultural exchange, be a voluntary arrangement between campuses. The Department of Higher Education will actively encourage institutions to effect exchanges and will request from each institution a semester report.

Student Exchange

Section III, Students, item 11, page 16, Arkansas Plan, describes a voluntary student exchange program between the University of Arkansas at Pine Bluff and Arkansas' predominantly white institutions. The expressed purposes of the student exchange program were to 1) increase the number of white students on the Pine Bluff campus, and 2) provide the opportunity for white students to become better familiar with the campus through the academic programs provided.

Since the approval of the Arkansas Plan, white student enrollment at the University of Arkansas at Pine Bluff has increased to 14% of the total student enrollment (percentage is based on Fall, 1975 enrollment figures). Through reorganized recruitment procedures, information regarding the academic programs available at the Pine Bluff campus has reached a wider audience within the service area. Further, at institutional initiative, area high school counselors have been invited to the campus to learn about the academic programs and the physical facilities. The significant increase of white student enrollment during the Fall, 1975 gives credence to the efforts on the part of the University to inform and attract white students to the campus.

Because it is evident that the extent to which white students are informed about the availability of academic programs of the University of Arkansas at Pine Bluff has significantly improved since the development and approval of the Arkansas Plan, it is requested that item 11, student exchange, be deleted.

Human Relations Committees

Section III, Students, item 12, page 17, Arkansas Plan, describes the establishment of a Human Relations Committee on the campus of each Arkansas institution of higher education. The purpose of the Committees is to provide a vehicle through which human interactions on the campus may be improved.

To provide the institutional leverage considered necessary to continue the implementation of this commitment, it is requested that the word "equal" be deleted from the first sentence of item 12, page 17, which reads "Each college and university will establish a Human Relations Committee with equal representation of students and staff to include at least 20 percent black representation at the predominantly white institutions and at least 20 percent white representation at the University of Arkansas at Pine Bluff."

Developmental Studies Programs

Section III, Students, item 13, page 17, Arkansas Plan, commits the State to seek funds to supplement institutional efforts to initiate, expand, and strengthen developmental/remedial studies programs. Developmental/remedial programs can be implemented using several approaches that are determined to be educationally sound. To insure that all approaches for implementing developmental/remedial services are open to the State, it is requested that "remedial instruction and tutorial services for students" be interpretated to also include auto-tutorial and self-paced instructional programs.

Employment Clearinghouse

Section IV, Employees, item 1, page 25, Arkansas Plan, describes a Clearinghouse activity to be implemented by the State for the benefit of the institutions in locating prospective other race faculty members. To insure that institutions do not violate the rights of individuals forwarding vitae to an institution at which a vacancy does not exists, and to insure that the receipt of such vitae information is processed in the most professional manner, it is requested that the third sentence, item 1, which reads "Any institution aware of a potential applicant but for which no vacant position is available at the institution will forward credentials to the Clearinghouse for sharing with other institutions where opens may be available" be deleted and the following sentence substituted: Any institution award of a potential applicant for a faculty position but for which no vacant position is available, will inform the applicant of the existence and operation of the Clearinghouse.

Curriculum-University of Arkansas Law School

Section VI, Curriculum, item 6-1, page 51, Arkansas Plan, describes specific tutorial services to be provided by the University of Arkansas Law School. Item A-2 describes the establishment of a resources center as a means of insuring that recommended and/or required curriculum materials are readily accessible to minority students. Materials recommended to be of quality assistance in the study of law are readily available to all students through the library circulation or other such loan procedures. The establishment of a resources center is not considered necessary or vital to providing curriculum assistance to minority students. Accordingly, it is recommended that item 6-2, development of a resources-study center be deleted from the Arkansas Plan.

APPENDIX C

CRITERIA AND PROPOSAL PREPARATION PROCEDURES FOR NEW ASSOCIATE AND BACCALAUREATE LEVEL DEGREE PROGRAMS

THE PROGRAM MUST INCLUDE A DESEGREGATION IMPACT ANALYSIS. THE PROGRAM MUST BE ANALYZED IN TERMS OF ITS EXPECTED CONTRIBUTION, OR LACK THEREOF, TO THE DESEGREGATION OF HIGHER EDUCATION INSTITUTIONS.

The desegregation impact statement will determine the new program's affect on attracting minority students to and employing minority faculty members at the institution. Further, the statement will determine any effects the program will have on improving and increasing minority preparation for occupational and career opportunities.

A. Project program's first year student enrollment by numbers and race.

B. Indicate present faculty, by race and sex, to be involved in program.

C. Project by number any anticipated increase in faculty and staff to be involved during the first two years of the program.

D. Identify approaches to be used to attract and recruit minority students for the program.

E. Indicate any potential for the program's content to enhance or hinder efforts to improve student and faculty desegregation at your institution. If an analysis of the program's curricula content determines that skills and abilities resulting from this program have identifiable racial application, a design to overcome this situation should be included.

F. Determine the program's affect on the future growth of desegregated higher education in Arkansas by providing the following supporting data:

   1. Provide relevant information concerning current and/or anticipated career and Arkansas employment demands within the profession addressed in the program.

   2. Determine if the current Arkansas workforce within the profession is racially identifiable.

   3. Provide the percentage by race and sex of the current Arkansas workforce within the profession.

4. Explain why the program, initiated at your institution, has the potential for increasing desegregation (faculty and students) of higher education in Arkansas.

5. Provide a statement explaining the effect the program, initiated at your institution, will have on any similar programs located at other Arkansas institutions of higher education.

CRITERIA FOR NEW MASTERS AND SPECIALIST LEVEL DEGREE PROGRAMS

THE PROGRAM MUST INCLUDE A DESEGREGATION IMPACT ANALYSIS. THE PROGRAM MUST BE ANALYZED IN TERMS OF ITS EXPECTED CONTRIBUTION, OR LACK THEREOF, TO THE DESEGREGATION OF HIGHER EDUCATION INSTITUTIONS.

The desegregation impact statement will determine the new program's affect on attracting minority students to and employing minority faculty members at the institutions. Further, the statement will determine any effects the program will have on improving and increasing minority preparation for occupational and career opportunities.

A. Project program's first year student enrollment by numbers and race.

B. Indicate present faculty, by race and sex, to be involved in program.

C. Project by number any anticipated increase in faculty and staff to be involved during the first two years of the program.

D. Identify approaches to be used to attract and recruit minority students for the program.

E. Indicate any potential for the program's content to enhance or hinder efforts to improve student and faculty desegregation at your institution. If an analysis of the program's curricula content determines that skills and abilities resulting from this program have identifiable racial application, a design to overcome this situation should be provided.

F. Determine the program's affect on the future growth of desegregated higher education in Arkansas by providing the following supporting data:

1. Project the undergraduate origin of students expected to be attracted to the program.

2. Identify by name those Arkansas institutions of higher education that will, because of strong undergraduate training prerequisite, serve as primary feeder institutions for the program.

3. Provide relevant information concerning current and/or anticipated career and Arkansas employment demands within the profession identified in the program.

4. Determine if the current workforce within the profession in Arkansas is racially identifiable.

5. Provide the percentage by race and sex of the current workforce within the profession in Arkansas.

6. Explain why the program, initiated at your institution, has the potential for increasing desegregation (faculty and students) of higher education in Arkansas.

7. Provide a statement explaining the effect the program, initiated at your institution, will have on any similar programs located at other Arkansas institutions of higher education.

CRITERIA FOR NEW DOCTORAL LEVEL DEGREE PROGRAMS

THE PROGRAM MUST INCLUDE A DESEGREGATION IMPACT ANALYSIS. THE PROGRAM MUST BE ANALYZED IN TERMS OF ITS EXPECTED CONTRIBUTION, OR LACK THEREOF, TO THE DESEGREGATION OF HIGHER EDUCATION INSTITUTIONS.

The desegregation impact statement will determine the new program's affect on attracting minority students to and employing minority faculty members at the institution. Further, the statement will determine any effects the program will have on improving and increasing minority preparation for occupational and career opportunities.

A. Project program's first year student enrollment by numbers and race.

B. Indicate present faculty, by race and sex, to be involved in program.

C. Project by number any anticipated increase in faculty and staff to be involved during the first two years of the program.

D. Identify approaches to be used to attract and recruit minority students for the program.

E. Indicate any potential for the program's content to enhance or hinder efforts to improve student and faculty desegregation at your institution. If an analysis of the program's curricula content determines that skills and abilities resulting from the program have identifiable racial application, a design to overcome this situation should be provided.

F. Determine the program's affect on future growth of desegregated education in Arkansas by providing the following supporting data:

1. Project the undergraduate and/or graduate origin of students expected to be attracted to the program.
2. Identify by name those Arkansas institutions of higher education that will, because of strong undergraduate and graduate training prerequisite, serve as primary feeder institutions for the program.

3. Provide relevant information concerning current and/or anticipated career and Arkansas employment demands within the profession identified in the program.

4. Determine if the current workforce within the profession in Arkansas is racially identifiable.

5. Provide the percentage by race and sex of the current workforce within the profession in Arkansas.

6. Explain why the program, initiated at your institution, has the potential for increasing desegregation (faculty and students) of higher education in Arkansas.

APPENDIX D

STATE OF ARKANSAS
OFFICE OF THE GOVERNOR
LITTLE ROCK

DAVID PRYOR
GOVERNOR

October 9, 1975

Mrs. Dorothy D. Stuck, Director
Office for Civil Rights, Region VI
1114 Commerce Street
Dallas, Texas 75202

Dear Mrs. Stuck:

Enclosed please find the State of Arkansas response to your letter of August 4, 1975, in which you requested the receipt of certain data/information pertaining to the state system of higher education. I am appreciative of the time and effort members of your staff provided the Arkansas Department of Higher Education in compiling the enclosed report.

The State of Arkansas is continuing its efforts to create a system of higher education that provides for 1) the expansion of educational opportunities, 2) equal access for all its citizens, and 3) educational quality sufficient to meet current and future needs. The receipt of your letter, therefore, provided the State with further information regarding those areas to which special and additional attention may be directed. The reading of your letter has caused the State to review certain programs relating to higher education on an institution by institution basis. The end result of this review has been the reaffirmation by the State of those efforts leading to achieving the goal of a higher education system that will serve the educational needs of all its citizens.

To further emphasize Arkansas' commitment to creating a higher educational system that is void of any remaining vestige of racial segregation and to present the State's official position on this subject, the public statement I made before Arkansas College and University officials in response to the receipt of your letter is included as Attachment II.

I have reaffirmed the commitment from the Office of the Governor regarding the appointment of persons from minority groups, including blacks, to governing boards of higher education. The full text of this commitment is included in Attachment II.

In preparing a response that would provide the specific information/ data requested, the several Arkansas institutions of higher education were asked to conduct an analysis of institutional policies regarding student recruitment, student admissions, student retention, and employee recruiting procedures. Following the completion of each analysis, results were forwarded to the Department of Higher Education for compilation. Accordingly, and to facilitate the development of the State's response, it was determined it would be most appropriate to address separately each issue identified in your letter. The compiled report is enclosed as Attachment I.

Additionally, each institution was asked to intensively review the programs and activities included in the *Arkansas College and University Plan for Compliance with Title VI of the Civil Rights Act of 1964* with the view of suggest procedures that would allow the State of Arkansas to more effectively meet its established goals of achieving desegregation within higher education. These suggestions for substitutions, alternatives, and deletions are presented as a formal request in Attachment III.

Please feel free to contact me if you have further questions regarding the enclosed report.

Sincerely,

David Pryor

David Pryor
Governor of Arkansas

DP:lep

enclosure

APPENDIX E

Faculty Salary Equalization at UAPB

Since 1975/76 is the most recent complete data available, data used was for the full time faculty members as reported to the Department of Higher Education on the Professional Personnel Roster in the Fall of 1975. Average salaries are compared between institutions comparable in size and scope of programs, and for this comparison Arkansas Polytechnic College, Southern State College, and the University of Arkansas at Monticello were used as institutions comparable to the University of Arkansas at Pine Bluff. With this information, the average salary for full time faculty members was calculated for each faculty rank and by the highest level of academic preparation of faculty members within those ranks. These calculations produced the following:

	APC	SSC	UAM	UAPB
Professor				
Doctorate	$15,906	$16,101	$16,365	$15,383
Masters	16,370	14,690	14,465	14,278
Associate Professor				
Doctorate	14,879	14,534	14,965	14,494
Masters	13,695	13,668	12,132	12,492
Assistant Professor				
Doctorate	12,586	13,668	13,786	12,644
Masters	12,146	12,390	11,231	10,828
Instructor				
Masters	--	10,965	10,491	9,676
Bachelors	10,000	9,760	9,571	9,357

When the weighted average salaries in each of the categories for the three comparable institutions and the University of Arkansas at Pine Bluff using the 1975/76 data were calculated, the following resulted:

	Professor			Associate Professor		
	D	M	B	D	M	B
APC/SSC/UAM	$16,146	$15,127	--	$14,752	$13,334	--
UAPB	15,383	14,278	--	14,494	12,492	--
Difference	-763	-849	--	-258	-842	--

	Assistant Profesor			Instructor		
	D	M	B	D	M	B
APC/SSC/UAM	$13,186	$11,965	--	--	$10,554	$9,696
UAPB	12,644	10,828	--	--	9,676	9,357
Difference	-542	-1,137	--	--	-878	-339

The number of faculty members in each category where the average salaries were lower at UAPB was as follows:

Professor			Assoc. Prof.			Asst. Prof.			Instructor		
D	M	B	D	M	B	D	M	B	D	M	B
24	6	--	10	20	--	6	25	--	--	35	9

By using this information, the following amounts would result in each category:

	Professor	Assoc. Prof.	Asst. Prof.	Instructor
Doctorate	$18,312	$ 2,580	$ 3,252	--
Masters	5,094	16,840	28,425	$30,730
Bachelors	--	--	--	3,051
Total	$23,406	$19,420	$31,677	$33,781
Total For All Ranks	$108,284			

APPENDIX F

ACT 1168 1975 EXTENDED SESSION

State of Arkansas
Seventieth General Assembly
Regular Session, 1975
Extended 1976

A Bill

HOUSE BILL

1213

By: Representatives Turner, Wilkins, Alford
Henslee and McKissack

For An Act To Be Entitled

"AN ACT TO MAKE A SUPPLEMENTAL APPROPRIATION FOR PERSONAL SERVICES IN ORDER TO CORRECT CERTAIN SALARY INEQUITIES AT THE UNIVERSITY OF ARKANSAS AT PINE BLUFF; AND FOR OTHER PURPOSES."

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. APPROPRIATIONS. There is hereby appropriated, to be payable from the University of Arkansas at Pine Bluff Fund, which shall be supplemental and in addition to those appropriations made by Section 3 of Act 624 of 1975 for personal services of the University of Arkansas at Pine Bluff, for the fiscal year ending June 30, 1977, the following:

Item No.		Fiscal Year 1976-77
(1)	Regular Salaries	$108,284

SECTION 2. RESTRICTIONS. The funds appropriated in Section 1 herein shall only be used to provide merit salary increases for existing faculty at the University of Arkansas at Pine Bluff in order to effect salary equity among comparable faculty at similar state institutions of higher education.

SECTION 3. COMPLIANCE WITH OTHER LAWS. Disbursement of funds authorized by this Act shall be limited to the appropriation for such agency and funds made available by law for the support of such appropriation; and the restrictions of the State Purchasing Law, the General Accounting and Budgetary Procedures Law, the Revenue Stabilization Law, the Regular Salary Procedures and Restrictions Act, and other fiscal control laws of this State, where applicable, and regulations promulgated by the Department of Finance and Administration, as authorized by law, shall be strictly complied with in disbursement of said funds.

Carl L. Alford

SECTION 4. EMERGENCY CLAUSE. It is hereby found and determined by the General Assembly, meeting in Extended Session, that the immediate passage of this Act is necessary to prevent irreparable harm to the proper administration and provision of essential governmental programs. Therefore, an emergency is hereby declared to exist, and this Act being necessary for the immediate preservation of the public peace, health and safety shall be in full force and effect from and after July 1, 1976.

Henry Wilkins III

Jimmie McKissack

~~Henry Wilkins III~~

FEB 11 1976

APPROVED BY David Pryor
GOVERNOR

APPENDIX G

AVERAGE FACULTY SALARIES AT UAPB AND COMPARABLE INSTITUTIONS BEFORE AND AFTER EQUALIZATION

	Prof.		Assoc.		Asst.		Instr.	
Institution	D	M	D	M	D	M	M	B
Before Equalization								
APC/SSC/UAM	$16,146	$15,127	$14,752	$13,334	$13,186	$11,965	$10,554	$ 9,696
UAPB	15,383	14,278	14,494	12,492	12,644	10,828	9,676	9,357
Difference	$ -763	$ -849	$ -258	$ -842	$ -542	$-1,137	$ -878	$ -339
After Equalization								
APC/SSC/UAM	$16,146	$15,127	$14,752	$13,334	$13,186	$11,965	$10,554	$ 9,696
UAPB	16,561	15,380	15,001	13,284	13,259	11,600	10,309	10,110
Difference	$ +415	$ +253	$ +249	$ -50	$ +73	$ -365	$ -245	$ +414
Change in Average at UAPB	$+1,178	$+1,102	$ +507	$ +792	$ +615	$ +772	$ +633	$ +753

APPENDIX H

ACT 1075 1975 EXTENDED SESSION

A Bill

State of Arkansas
Seventieth General Assembly
Regular Session, 1975
Extended Session, 1976

AS ENGROSSED 1/22/76

HOUSE BILL 1145

By: Representative Randall
Representative Wilkins

For An Act To Be Entitled

"AN ACT TO AMEND ACT 512 OF 1971 AND ACT 9 OF 1971 TO PERMIT AN OPTION REGARDING PARTICIPATION IN RETIREMENT PLANS; AND FOR OTHER PURPOSES."

WHEREAS, Arkansas Agricultural, Mechanical and Normal College, Pine Bluff, Arkansas, was merged into the University of Arkansas according to the provisions of Act 512 of 1971; and,

WHEREAS, Arkansas Agricultural and Mechanical College, Monticello, Arkansas, was merged into the University of Arkansas according to the provisions of Act 9 of 1971; and,

WHEREAS, each of these legislative Acts provided that those employees of each of these colleges who might continue, after the appropriate merger dates, in employment as employees of the University of Arkansas, would be continued in certain retirement plans; and,

WHEREAS, it has been determined that some of these employees may not have had ample opportunity to select a retirement plan;

NOW THEREFORE,
BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Any employee of Arkansas Agricultural, Mechanical and Normal College prior to July 1, 1972, who has been continued in employment, at the University of Arkansas at Pine Bluff, without interruption since that date shall have the option, exercisable on or before July 1, 1976, by giving written notice to the chief fiscal office on that campus, to terminate his or her participation in the "Arkansas Teacher Retirement System" or the "Arkansas Public Employees Retirement System" in which he or she was participating on July 1, 1972, and to elect to participate in the retirement plan in operation for University of Arkansas employees on the same basis that University of Arkansas employees on its other campuses may participate, and this shall be the retirement plan for such persons, excluding only Social Security. Where an employee so exercises this option, the termination of his or her participation in the former retirement plan shall be on the terms and conditions set out in Section 3 of this Act, and all rights in the retirement plan in operation for University of Arkansas employees shall begin with employment agreements for Fiscal Year 1976-77 and for Academic Year 1976-77.

SECTION 2. Any employee of Arkansas Agricultural and Mechanical College prior to July 1, 1971, who has been continued in employment, at the University of Arkansas at Monticello, without interruption since that date shall have the option, exercisable on or before July 1, 1976, by giving written notice to the chief fiscal officer on that campus, to terminate his or her participation in the "Arkansas Teacher Retirement System" or the "Arkansas Public Employees Retirement System" in which he or she was participating on July 1, 1971, and to elect to participate in the retirement plan in operation for University of Arkansas employees on the same basis that University of Arkansas employees on its other campuses may participate, and this shall be the retirement plan for such persons, excluding only Social Security. Where an employee so exercises this option, the termination of his or her participation in the former retirement plan shall be on the terms and conditions set out in Section 3 of this Act, and all rights in the retirement plan in operation for University of Arkansas employees shall begin with employment agreements for Fiscal Year 1976-77 and for Academic Year 1976-77.

SECTION 3. Any staff member who elects to terminate his membership in the "Arkansas Teacher Retirement System" or the "Arkansas Public Employees Retirement System" and participate in the retirement plan in operation for University of Arkansas employees may do so on the same basis that University of Arkansas employees on its other campuses may participate. Such election shall be in writing and filed with the chief fiscal officer of the University of Arkansas campus where the member is employed. The University of Arkansas shall forward to each of the former retirement plans described above, the written applications of those employees on these campuses who elect to terminate their participation in the former retirement plan according to the provisions of this Act.

REFUND. All accumulated contributions to the credit of such staff member in the member's deposit account which is maintained pursuant to the provisions of Act 427 of 1973 as amended or Act 177 of 1957 as amended, shall be returned to such staff member, and all of his or her credited services under said Retirement System shall be canceled.

VESTING. Except, that any staff member with ten (10) or more years of credited service or upon reaching ten (10) years of credited service who elects or who has elected to participate in the plan in operation for the University of Arkansas and has left or leaves his or her contributions in the "Arkansas Teacher Retirement System" or the "Arkansas Public Employees Retirement System" shall be eligible to receive an annuity upon reaching the age for normal age and service retirement benefits, as determined by the benefit formula of the "Arkansas Teacher Retirement System" or the "Arkansas Public Employees Retirement System" at the time of his or her retirement.

SECTION 4. All laws and parts of laws in conflict with this Act are hereby repealed.

SECTION 5. EMERGENCY CLAUSE. It is hereby found and determined by the General Assembly that some of the employees of the State colleges which were merged into the University of Arkansas were unaware, prior to the mergers, of their opportunities concerning various retirement plans or systems and that the merger legislation continued them in the retirement plans of which they were then members, and such persons should be given an opportunity to elect a retirement plan prior to the next employment period, so that the immediate passage of this Act is necessary to establish procedures therefor. Therefore, an emergency is hereby declared to exist and this Act being necessary for the immediate preservation of the public peace, health, and safety shall be in full force and effect from and after its passage and approval.

JAN 30 1976

APPROVED BY David Pryor

GOVERNOR

APPENDIX I

NEW PROGRAM
BACHELOR OF SCIENCE DEGREE IN NURSING
UNIVERSITY OF ARKANSAS AT PINE BLUFF

General Description

A new Bachelor of Science degree program in Nursing will be started at the University of Arkansas at Pine Bluff during the 1976/77 academic year.

The curriculum is comprised of two divisions. The lower division is composed of general education and supportive courses which serve as a basis for the professional component of the curriculum. The upper division is the professional component of the curriculum with appropriate level general education courses designed to complement the professional courses. The program includes a minimum of 127 semester hours of which a minimum of 64 hours are in general education and supportive courses. The upper level courses are composed of 55 hours of professional nursing courses which combine theory and practice and eight hours of general education courses which complement the professional courses.

Role and Scope of the Institution

The role and scope identifies the institution as offering strong programs at the undergraduate level. Although nursing is not specifically mentioned, it is not an inappropriate program for the institution.

Availability of Students and Need for the Program

There are presently 119 students enrolled in general education courses who expect to be accepted in the professional nurse education curriculum when it is implemented. Of the 119, nine are registered nurses who wish to obtain a baccalaureate degree, two have bachelors degrees in other disciplines, and two, not included in the 119, have degrees in other disciplines and are waiting for the program to be implemented so they can enroll. There are also others outside the institution who are interested in the program.

Based on interest that has been shown, institutional officials project a potential enrollment of 200 students in the next three years. It is expected that the first class will number approximately 30 and the second class approximately 40.

Duplication of Program

Instructional programs in nursing are offered in virtually every public college or university in Arkansas. A program at the associate or baccalaurete level is offered, or has been authorized, by every public college and university, including community colleges, except Arkansas State University-Beebe and the University of Arkansas at Pine Bluff. In addition, a program is offered by Harding College which is a private institution.

Administration

The program will be administered as a separate department headed by a Dean of Nursing.

Faculty Resources

The existing faculty at the institution will teach the general education courses and six professional nurse educators will be employed to teach the professional courses during the first year. Six additional faculty members are projected for the second year.

Library Resources

As of September, 1975, 348 volumes on nursing were on order and 300 more were in process. The library holdings of professional literature requires approximately $10,000 to update adequately. The nursing students will have access to professional medical literature in the library of Jefferson Hospital. There are 1,092 volumes in this library.

Physical Facilities

Space for the program will be provided temporarily in the Old Science Building. More permanent housing is expected as the program develops. An estimated $850,000 for capital improvements is projected for the 1977/78 year.

Instructional Equipment

Instructional equipment will need to be purchased. A first year cost of $10,000 is projected as adequate to cover equipment.

Approval and Accreditation

The institution is accredited by the North Central Association. The program has the approval of the Chancellor of the University of Arkansas at Pine Bluff, the President of the University of Arkansas, the University of Arkansas Board of Trustees, and the State Board of Higher Education.

Cost

The projected first year cost for the program including a dean, associate dean, six faculty members, two secretaries, $10,000 in instructional equipment, $6,000 in library acquisitions, and other supplies and expenses is $204,811. With estimated increases in salaries of seven percent per year and additional faculty as projected, total costs for subsequent years would be approximately $320,000 for 1977/78, $380,000 for 1978/79, and $425,000 for 1979/80. In addition, $850,000 is projected for physical facilities for 1978/79. Income will be available, however, through both student fees and federally supported capitation grants. It is also anticipated that $600,000 of the $850,000 physical facility funding will come from federal grant sources. The total cost and income figures are estimated as follows:

	1976/77	1977/78	1978/79	1979/80
Total Cost	$204,811	$320,000	$1,230,000	$425,000
Student Fees	15,200	34,000	39,200	52,000
Capitation Grants	65,200	78,000	83,000	96,000
Facilities Grant	---	---	600,000	----
Net Cost	$124,411	$208,000	$ 507,000	$277,000

Desegregation Impact Statement

Two nurse educators are currently employed and one is white and one is non-white. Qualified minority and white faculty will be actively recruited for instructional responsibilities in the program. Students will be admitted contingent upon academic performance and suitability for professional nursing irrespective of race, religion, or ethnic origin. The projected first year enrollment in the program is approximately 76 percent minority and 24 percent non-minority. The proposed program is expected to enhance the efforts to improve student and faculty desegregation at the institution since the program will be attractive to students and faculty of both races.

Discussion

During the last session of the General Assembly, funds were added to the appropriation for the University of Arkansas at Pine Bluff for a nursing program. The funding included $60,000 for 1975/76 and $100,000 for 1976/77. Therefore, the funding that was made available is quite close to institutional estimates of net funding necessary to operate the program in 1976/77. Since some of the salary estimates are somewhat unrealistic for state salary pay scales and the employment of faculty and other staff members would depend on enrollment in the program, the funding should be adequate for the implementation year.

The program is well planned and has had the full attention of a nursing dean for several months. The State Board of Nursing requires that the director be employed one year prior to initiation of a nursing program to plan and develop the program for admission of the first students and this has been done. Although there has been concern for some time that the number of nursing education programs in Arkansas may be in excess of the number that will be needed in the future and that the various nursing programs may begin competing for students, the current need for nurses is as critical in the Pine Bluff and Jefferson county areas as in other areas of the state. In addition, this program holds great promise for improving desegregation at UAPB and establishing a broader service base for the institution in the geographic service area.

For these reasons and since the first year funding support has already been provided to the institution, the State Board of Higher Education has notified the President and Chairman of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas at Pine Bluff that the Bachelor of Science degree program in Nursing at the University of Arkansas at Pine Bluff has been recommended by the State Board of Higher Education for initiation during the 1976/77 academic year.

Further, it is the understanding of the State Board of Higher Education that funding necessary to implement the program has been made available to the University of Arkansas at Pine Bluff during the 1976/77 academic year. Funding to support a quality program development in subsequent years will be carefully considered as a part of the appropriations process for the 1977/79 biennium.

NEW PROGRAM
GRADUATE RESIDENT CENTER
UNIVERSITY OF ARKANSAS AT PINE BLUFF

General Description

The University of Arkansas will establish a Graduate Resident Center at the University of Arkansas at Pine Bluff, starting July 1, 1976. The University of Arkansas has Graduate Centers located at various places in the state where students may earn a maximum of 12 semester hours to apply toward a masters degree. In Graduate Resident Centers, students may earn all the necessary courses to complete a degree without being in residence on the Fayetteville campus. The intent of this program is to expand the Graduate Center presently located in Pine Bluff into a Graduate Resident Center. Other Graduate Resident Centers are located in Little Rock and Monticello.

The Pine Bluff Graduate Resident Center will be limited to offering the Master of Education in specializations which are available on the Fayetteville campus. These include elementary education, educational administration, couselor education, special education, secondary education, etc. The program will be operated on the campus of the University of Arkansas at Pine Bluff and the courses will be offered primarily in the evening during the academic year. During the summer terms, courses will normally be offered during the day. The initial program will consist of approximately nine courses per semester and will be expanded based on demand within the community. The program will be under the jurisdiction of the Graduate School at the University of Arkansas and both students and faculty members will be required to meet all policies and procedures of the Graduate School. The program will operate as an off-campus arm of the University of Arkansas with general administration, financing, etc. the primary responsibility of the University of Arkansas.

Role and Scope of the Institution

Since the program is not designed to be administered by the University of Arkansas at Pine Bluff, it does not change the role of that institution. The program is within the role and scope of the University of Arkansas.

Availability of Students and Need for the Program

The program will be located at an institution which has offered programs at the baccalaureate level in education for many years and in a city of 57,000 people. Located within Jefferson County is a population of 85,000 people and it is estimated that 150,000 people live within easy commuting distance.

In the present Graduate Center, 30-85 students have enrolled in courses offered during the regular academic year and both Henderson State University and Ouachita Baptist University have offered graduate courses in Pine Bluff which enrolled additional students. There are 2,000 certified public school personnel in the commuting area of which only 22 percent currently hold the masters degree. Officials predict that 180-200 students per semester is a reasonable estimate of enrollment if the scope of course offerings is adequate.

Duplication of Programs

The University of Arkansas at Monticello offers a similar program through the same arrangement. Another program is also available in Little Rock. With the exception of the Graduate Center presently operated at Pine Bluff and some courses offered each year by Ouachita Baptist University and Henderson State University, there is no complete graduate program offered in Pine Bluff. The nearest location where students can complete a graduate degree in residence is the University of Arkansas at Little Rock or the Graduate Resident Center in Monticello.

Administration

The program will be under the jurisdiction of the Graduate School of the University of Arkansas. The Director of Continuing Education at the University of Arkansas at Pine Bluff will be appointed as a local coordinator to assist with arrangements for classes and local publicity. No other permanent staff will be assigned to the program.

Relationship to Existing Programs

The programs offered will be the same as those offered at the Fayetteville campus. Undergraduate programs in education have long been offered at the University of Arkansas at Pine Bluff and will support the Graduate Resident Center.

Faculty Resources

Personnel to staff the courses offered will be drawn from three sources: College of Education faculty from Fayetteville or the Little Rock Graduate Center, University of Arkansas at Pine Bluff faculty, and local staff from Pine Bluff area public schools. In Educational Media, Educational Administration, Secondary Education, Counselor Education, and Physical Education there are faculty members at the University of Arkansas at Pine Bluff qualified to teach graduate courses. Others have been identified in local public schools and the Jenkins Memorial Center.

Library Resources

Limited library resources are presently available at the University of Arkansas at Pine Bluff but expansions of holdings and the Resource Materials Center located in Corbin Hall will be necessary as the program expands.

Physical Facilities

Physical facilities are adequate for the program. Classes will be conducted in Corbin Hall, the teacher education building, with other classrooms secured as needs arise.

Instructional Equipment

The types of equipment needed for graduate work in education are basically the same as those required for undergraduate work. Additional expensive equipment is unnecessary. Present audiovisual equipment at the University of Arkansas at Pine Bluff will be utilized.

Admission Requirements to Assure Quality Students

Admission requirements will be the same as those at the University of Arkansas-Fayetteville.

Approval and Accreditation

The University of Arkansas is fully accredited by both the North Central Association (NCA) and the National Commission on Accreditation of Teacher Education (NCATE) for undergraduate and graduate work. The University of Arkansas at Pine Bluff is fully accredited by both agencies at the undergraduate level and will undergo a regular visitation by NCATE in February, 1976 prior to initiation of the proposed program. The program has been approved by the President, the University of Arkansas Board of Trustees, and the State Board of Higher Education.

Cost

The costs incurred in initiating the Graduate Resident Center at Pine Bluff will be minimal since it will be operated primarily as a self-supporting program. The number of classes offered each term will be proportionate to the number of potential students. Classes will not be conducted if sufficient enrollments are lacking to provide economic feasibility. Funds will not be diverted from other programs to support the Center. Because of the nature of the Center, the breadth and scope of the programs can be expanded or curtailed in proportion to enrollment demands. Utilization of faculty on an overload remuneration basis assures adequate staffing without limiting the flexibility of the program with permanent staff.

Desegregation Impact Statement

It has been estimated that 180-200 students per semester would enroll in the program. Since faculty will be utilized from UAPB as well as other sources, it is estimated athat 40-50 percent of the faculty in the program would be black. In addition, since the undergraduate enrollment at UAPB now has approximately 15 percent white students it is expected that as many white as non-white students would enroll in the graduate courses. The expected multi-racial nature of both the faculty and enrollment in the graduate courses is expected to increase desegregation of UAPB and enhance the possibilities for expanding the service base of the institution to all races within the commuting area.

Discussion

Although the number of new teachers needed for elementary and secondary schools is not expected to increase in the next several years, there are opportunities for improving the quality of instruction through graduate work. In addition, expansion efforts in Arkansas in the areas of special education and early childhood education will produce an increasing need for personnel in these areas in the next several years. Since this program will be located in one of the major metropolitan areas of the state, it is expected that enrollment will be sufficient. In addition, the opportunities for expanding the service base of UAPB in the community across racial lines can be expected to improve not only the service profided by the institution but the educational opportunities available to people living in and near Pine Bluff. The program will not generate significant additional costs for the state since it will be operated as a self-supporting activity with instructional salaries paid by student fees received.

For these reasons, the State Board of Higher Education has notified the President and Chairman of the Board of Trustees of the University of Arkansas and the Chancellor of the University of Arkansas at Pine Bluff that the Graduate Resident Center operated by the University of Arkansas and located at the University of Arkansas at Pine Bluff has been recommended by the State Board of Higher Education for initiation during the Summer of 1976.

APPENDIX J

FACILITIES PLANNING
UNIVERSITY OF ARKANSAS AT PINE BLUFF

As indicated in the Arkansas College and University Plan for Compliance With Title VI of the Civil Rights Act of 1964, the State of Arkansas is committed to improving physical facilities at the University of Arkansas at Pine Bluff to the same general level of appearance and repair as other comparable institutions by the 1979/80 fiscal year. During the regular 1972, special 1974, and regular 1975 sessions of the General Assembly, significant sums were appropriated to the University of Arkansas at Pine Bluff for new facilities and for the renovation and repair of existing facilities. At the present time, numerous construction projects are underway. Work has begun on the construction of new Home Economics and Administration buildings and a number of major renovation projects, repairs, heating and air conditioning improvements, and other projects are in progress. Other work for which funds are available will be started as soon as facilities can be released from use in the normal academic program. The Office of Facilities Planning of the University of Arkansas System has assigned a Constrution Coordinator to the Pine Bluff campus on a full-time basis to supervise construction projects as long as major construction efforts are continuing. In addition, a Superintendent of Facilities supervises normal care and maintenance of existing buildings and grounds as a full-time employee of the University of Arkansas at Pine Bluff.

The next regular session of the Arkansas General Assembly will be held beginning in January, 1977. Prior to this time, the Department of Higher Education must make recommendations to the Legislative Council (during October or November, 1976) concerning needed funds at all institutions for operating purposes as well as physical facilities. In order to determine equality and comparability of facilities for the University of Arkansas at Pine Bluff, a study will be conducted during the late Spring and Summer months of 1976. This study will compare selected facilities factors at the University of Arkansas at Pine Bluff with those at Arkansas Polytechnic College, Southern State College, and the University of Arkansas at Monticello which are generally comparable to the University of Arkansas at Pine Bluff in size and scope of programs. The determination of equality and comparability will take into consideration those authorized or planned facilities projects at those institutions designated for comparative purposes.

Comparability of facilities will be determined by comparing assignable square feet of space available per student in the various space use functions such as instructional classrooms, instructional laboratories, faculty offices, libraries, etc. In addition, all available space will be compared by the age of the facilities and whether or not it is air conditioned. Equality of space will be determined by rating all available space as to condition. In so doing, facilities will be rated by a person knowledgeable in the physical facilities area. This person will be either an employee of State Building Services or a person employed on a consultative basis by the Department of Higher Education for this purpose but will not be an employee of the Department of Higher Education, University of Arkansas, or any other public college or university in Arkansas. Ratings will be done through visual inspections of facilities as well as reviewing other relevant information that may be available. Facilities will be regarded as equal and comparable when magnitude of space available is comparable and when the general condition is equal. Buildings will be classified as equal and comparable when they are found to be completely modern, in good repair, and functional for the purposes for which they were intended.

Based on the results of this study, the Department of Higher Education will recommend to the General Assembly any needed improvements in existing facilities at the University of Arkansas at Pine Bluff and needed additional facilities for consideration by the 1977 regular session of the General Assembly.

APPENDIX K

INSTRUCTION MATERIALS
UNIVERSITY OF ARKANSAS AT PINE BLUFF

As is the case with physical facilities, the Department of Higher Education will conduct a study during the late Spring and Summer of 1976 to determine if instructional materials at the University of Arkansas at Pine Bluff are equal and comparable with those at institutions where similar programs are offered. Since it is not likely that any one institution will offer programs exactly comparable to those at the University of Arkansas at Pine Bluff, program areas will be chosen at institutions similar to those at the University of Arkansas at Pine Bluff for direct comparisons. This will mean that one institution may be used to make comparisons in one discipline and another institution used for a different discipline. Institutions to be used in making comparisons will be selected for each program area based on the degrees offered, the number of students enrolled, and the general maturity of the program. In each case, efforts will be made to select institutions that are generally comparable to the University of Arkansas at Pine Bluff in size and scope of programs.

Bases to be used in determining equality and comparability will be the type and number of items of equipment available per student enrolled in a program area, whether the equipment is in good repair sufficient for use by students, obsolescence of equipment, and equipment age. The availability of equipment will be considered comparable and equitable when the magnitude is generally comparable, there is general comparability in terms of newer equipment developments, and the equipment is in good repair sufficient for student use.

The Department of Higher Education will include in recommendations to the General Assembly at the 1977 regular session any needed funds to improve instructional equipment at the University of Arkansas at Pine Bluff based on the study as identified previously.

LIBRARY HOLDINGS

For several years the Department of Higher Education has worked to improve library holdings at all public colleges and universities. A formula is used to recommend funds for the general operation of library facilities including personnel, cataloguing, materials, and the maintenance of holdings. In addition, funds have been recommended to eliminate arrearages in holdings based on standards established by library organizations. The formula for the 1977/79 biennium includes a determination of arrearages of volumes based on the American Association of College and Research Libraries (ACRL) national standards. Funds will be recommended to the General Assembly in a separate appropriation for the elimination of at least five percent of arrearages during the biennium for each institution.

APPENDIX L

ARKANSAS PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Arkansas Polytechnic College
Russellville, Arkansas 72802

Arkansas State University
Jonesboro, Arkansas 72467

Arkansas State University - Beebe
Beebe, Arkansas 72012

Henderson State University
Arkadelphia, Arkansas 71923

Southern State College
Magnolia, Arkansas 71753

Southern State College - El Dorado
El Dorado, Arkansas 71730

Southwest Technical Institute Division
Southern State College
Camden, Arkansas 71701

University of Central Arkansas
Conway, Arkansas 72032

University of Arkansas
Fayetteville, Arkansas 72701

University of Arkansas at Little Rock
Little Rock, Arkansas 72204

University of Arkansas at Monticello
Monticello, Arkansas 71633

University of Arkansas at Pine Bluff
Pine Bluff, Arkansas 71601

University of Arkansas Medical Sciences Campus
Little Rock, Arkansas 72201

ARKANSAS PUBLIC COMMUNITY COLLEGES

East Arkansas Community College
Forrest City, Arkansas 72335

Garland County Community College
Hot Springs, Arkansas 71901

Mississippi County Community College
Blytheville, Arkansas 72315

North Arkansas Community College
Harrison, Arkansas 72601

Phillips County Community College
Helena, Arkansas 72342

Westark Community College
Fort Smith, Arkansas 72901

APPENDIX M

DESEGREGATION PLAN ADVISORY COMMITTEE

Dr. Walter Littlejohn, Dean
Division of Education
University of Arkansas at Pine Bluff

Mr. Henry Akins
Assistant Dean of Students
University of Arkansas at Little Rock

Dr. Fred J. Taylor
Executive Assistant to the President
University of Arkansas

Dr. Gene Weber
Dean of Academic Affairs
Phillips County Community College

Mr. Chris D. Corbin
Director of Federal Programs
Westark Community College

Mr. William H. Osborne
Director of Research
University of Central Arkansas

Ms. Marilyn Myers
Coordinator of Affirmative Action
Arkansas State University

Mr. Percell Ryan
Director of Federal Programs
East Arkansas Community College

Mr. Ronnie Garner
Dean of Student Services
Garland County Community College

Dr. Charles Jackson
Vice-President for Administration
Southern State College

Dr. Claude H. Babin, Chancellor
University of Arkansas at Monticello

Dr. Joe T. Clark
Vice-President for Instruction
Henderson State University

Dr. James Andrews
Director of Institutional Research
Henderson State University

Dr. Charles Prigmore
Vice Chancellor for Administration and
Academic Coordination
University of Arkansas Medical Sciences Campus

Dr. Georgena Duncan
Affirmative Action Officer
Arkansas Polytechnic College

Mr. Leon Blackwood, Registrar
North Arkansas Community College

Mr. William Echols
Dean of Academic Affairs
Arkansas State University - Beebe

Dr. Bob C. Burns
Assistant to the President
East Arkansas Community College

Mrs. Barbara Taylor Desmarais
Director of Human Relations
University of Arkansas

Mr. William L. Cirrie
Dean of Student Affairs
Mississippi County Community College

Dr. Ben Whitfield, Chancellor
Southern State College - El Dorado

Mr. Charles Ross, Director
Southwest Technical Institute
Division of Southern State College

Advisory Committee Continued

Mr. P. A. Hollingsworth, at large
Little Rock, Arkansas

Mr. F. B. Buffington, at large
Magnolia, Arkansas

Mr. Clyde Jordan, at large
Crossett, Arkansas

Mrs. Maeleen Arrant, at large
Pine Bluff, Arkansas

Mrs. E. Boone-Watson, at large
Jonesboro, Arkansas

APPENDIX N

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: December 11, 1975

INSTITUTION: ARKANSAS POLYTECHNIC COLLEGE

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Dr. Kenneth R. Walker, Chairperson	Faculty
Mr. Travis Adams, ex officio	Staff
Ms. Helen Parker Boone (B)	Staff
Miss Emily Brown	Student
Miss Donna M. Hall (B)	Student
Ms. Annie Laura Jaggers	Faculty
Miss Rexanne Oller	Faculty
Mr. Douglas Paddock	Student
Mr. Odis Pilgrim (B)	Student
Mr. Dix Stallings, ex officio	Staff

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

1. The Human Relations Committee met six times between June 10, 1975 and December 11, 1975.

2. Publication of the existence and functions of the HRC was placed in the Arka Tech (See Atch #1), the Tech student newspaper.

3. HRC representatives have attended all DHE meetings on desegragation and have aided in the completion of forms.

4. HRC sponsored an exchange of Army ROTC students between Arkansas Tech and UAPB on October 9 and 23, 1975.

5. An HRC member invited Mr. Hodge to participate in the Counselor's Conference (137 counselors in attendance) on the Tech campus on November 14, 1975.

6. HRC sponsored attendance of Arkansas Tech black students at a black heritage lecture at UCA in November 1975.

7. The Human Relations Committee made arrangements for Charles Hodge to visit with the Human Relations Committee, Administrative Staff, and Association of Black Students on October 15, 1975.

8. HRC has initiated plans to further increase cultural interchange between Arkansas Tech and UAPB.

9. The Human Relations Committee has served as Grievance Committee. It has had only one minor grievance reported.

10. Representatives of the HRC have coordinated with the Association of Black Students to obtain help from them in visitation to black students in the high schools and also to host visiting black students on the Arkansas Tech campus.

11. The committee has served as the selection committee for screening applicants for the Affirmative Action Officer position at Tech.

12. The committee has monitored and submitted reports, plans, minutes to the appropriate state and local agencies.

13. The members of the committee have served as liaison officers with standing Faculty Committees of Tech and individual faculty members.

14. The committee has promoted good race relations at every opportunity.

Kenneth R. Walker
SIGNED

HUMAN RELATIONS COMMITTEE REPORT

DATE: December 31, 1975

INSTITUTION: Arkansas State University

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

NAME: James Helman (Mr.)
RACE: Caucasian
POSITION: Student

NAME: Mossie J. Richmond, Jr. (Ed. D.)
RACE: Negro
POSITION: Faculty and Committee Chairman

NAME: Jerry Linnstaedter (Ph. D.)
RACE: Caucasian
POSITION: Faculty

NAME: Debra A. Smith (Miss)
RACE: Caucasian
POSITION: Student

NAME: Claire Lyons (Mrs.)
RACE: Caucasian
POSITION: Faculty

NAME: Jerry Williams (Mr.)
RACE: Negro
POSITION: Student

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

The Arkansas State University Human Relations Committee convenes on a bimonthly basis on the second Friday at 1:00 p.m. in Conference Room A of the Administration Building. The next meeting is scheduled for January 9, 1976; however, the date and time may be readjested to accommodate changes inthe second semester class schedules of the committee members.

Please identify projects or activities the Committee has directed attention to during the current (Fall 1975) semester. Be specific.

The Arkansas State University Human Relations Committee has devoted primary attention this fall to the development of an affirmative action program. In response to questions raised by the Office for Civil Rights of the U. S. Department of Health, Education, and Welfare in Region VI in Dallas, Texas, the Committee first studied both the 1974 Statewide Plan for Compliance with Title VI of the Civil Rights Act of 1964 and the 1974 Arkansas State University desegregation statement. Following this the Committee worked to formulate a more aggressive approach for the University to follow in implementing desegregation programs. The result of this effort was the development of the October 1, 1975 Arkansas State University Affirmative Action Program and the subsequent selection of a coordinator of equal opportunity and affirmative action.

Please provide a summary of the Committee's activities.

Members of the Arkansas State University Human Relations Committee reviewed the May 1974 Arkansas College and University Plan for Compliance with Title VI of the Civil Rights Act of 1964 and the Arkansas State University statement, "A Commitment to Human Fulfillment" in light of the issues raised in the August 1975 letter from the Office for Civil Rights to Governor Pryor. Recognizing that problem areas existed, the Committee discussed alternative recruiting methods that would result in a significant increase in black student, faculty, and staff. The

Committee also noted that problem areas existed for minorities in Jonesboro, on the Arkansas State University campus, and in the Arkansas State University service area, and suggested ways to alleviate those concerns. The Committee's recommendations were then given to the President's Task Force on Affirmative Action/Equal Opportunity which had the responsibility of drafting the affirmative action plan for the University. Dr. Mossie J. Richmond, Jr. who is a member of both groups was able to personally represent the Committee's position during the discussions that followed in writing the ASU plan. Prior to submission of the document to the Department of Higher Education, the Committee read the draft statement and made final comments to the Task Force through the Committee chair, Dr. Richmond.

The Committee also assisted in the selection of a director of the affirmative action office for Arkansas State University. Here the Committee helped in the preparation of posting materials and the selection of distribution sources. In addition the Committee developed a list of predominantly black institutions of higher education in the United States and a list of colleges and universities which comprise the Arkansas State University employment pool. These lists are now used to distribute notices of faculty and administrative staff positions available at Arkansas State University. The chair of the Committee, Dr. Richmond, was one of the administrative staff members who interviewed candidates for the position.

Currently the Human Relations Committee and the affirmative action officer are in the process of discussing ways to implement the October 1975 Arkansas State University Affirmative Action Program that was submitted to the Department of Higher Education and the Department of Health, Education, and Welfare. In the near future each Committee member will receive a review of the current literature on affirmative action/equal opportunity so that Committee members will have a larger frame of reference when making recommendations about desegregation policies and practices at Arkansas State University.

SIGNED Rossie J. Richmond, Jr.

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: January 6, 1976

INSTITUTION: Arkansas State University-Beebe

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

William Echols, Chairperson	Dean of Instruction - Caucasian
Rose Black	Student - Black
Napoleon Cross	Head Basketball Coach - Black
Micha Armistead	Student - Black
Carrie Moore	Student - Caucasian
Bennie Nettles	Student - Caucasian
Boyce Rogers	Instructor-Counselor - Caucasian

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

The committee will meet twice each semester in the library conference room.

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

An open forum for black students at ASU-Beebe was held in State Hall Monday, October 13. Thirty-two persons attended the meeting. William Echols, dean of instruction and chairman of the Human Relations Committee, opened the meeting with an overview of the University's objectives in student recruitment, retention, and faculty and staff hiring. He indicated the primary purpose of the meeting was to allow black students to identify areas of concern. Following a brief discussion of the University's desegregation plan, Dean Echols introduced W. H. Owen, dean of students, Neal Davis, director of public relations, and Gary Shaw, chief fiscal officer. Two factuly members who serve on the Human Relations Committee, Napoleon Cross and Boyce Rogers, were also introduced.

Students were invited to comment on areas of concern. A male student contended black students were placed on probation for one year for a violation while white students had been fined eight dollars for the same violation last year. Dean Owen explained the circumstances surrounding the incident and underscored the fact that all students receive equal treatment with respect to University regulations. Another student maintained there is nothing for blacks to do on campus. He said selections on juke boxes on campus do not appeal to blacks and bands selected for dances on campus were not popular among blacks. A 24-hour visitation policy was advocated by another student. He contended college students should not be subject to many of the restrictions currently included in University regulations.

Dean Echols encouraged students to talk with the appropriate administrator when problems arise. He said a strong sense of community is among the main strengths of the Beebe Branch. He said the University has developed a comprehensive equal opportunity program. All members of the University community will receive information regarding the program.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES (Please use additional sheets)

1. Conducted a forum for black students.
2. Presented a program for a general faculty meeting.

H. William Echols
SIGNED

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: December 15, 1975

INSTITUTION: EAST ARKANSAS COMMUNITY COLLEGE

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Mrs. LouVenia Clark(black) Board member

Mr. Glenn Ford(black) student

Mr. Thurman Hobbs(white) student

Mrs. Carolyn Morris(white) student

Ms. London Walker(black) student

Mr. Harashall Hardin(black) faculty

Ms. Polly Zanetta(white) faculty

Dr. Bob Burns(white) staff

Mrs. Delcenia Robinson, Sr.(white) community member

Reverend Lewis Gibson(black) community member

Mr. Henry Williams(white) community member

Mr. Ed Roundtree(white) community member

Reverend Robert Smith(white) community member

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

Meeting will be the second Tuesday in February at 2:00 p.m.

REPORT
HUMAN RELATIONS COMMITTEE
EAST ARKANSAS COMMUNITY COLLEGE
FALL 1975

The Human Relations Committee of East Arkansas Community College met twice during the fall 1975 semester, including the following dates of November 18 and December 2. Discussed in the first meeting were the following items: A summary of the functions of the Human Relations Committee; Desegregation Plan Booklet; Comments and explanations by Mr. Charles Hodge; A report by Mr. Harashall Hardin concerning "Our United Club"; Meeting time for the Human Relations Committee; Chairperson for the Human Relations Committee; and possible issues and projects which the committee could work on in the future.

During the December 2 meeting, the following items were discussed: Chairman of the Committee (Dr. Burns reported that he had discussed the matter with Dr. Hartsell and it was Dr. Hartsell's intention that Dr. Burns chair the committee, since the committee was an advisory group to the president); State Desegregation Plan; Attachment III-Governor's Pyror's letter to Mrs. Stuck; Committee meeting schedule (it was decided that the committee would meet twice a semester and at other times when the need dictates); Projects for the spring 1976 (it was decided that so specific project would be selected for the spring semester).

The matter of chosing an ongoing project for the Human Relations Committee was discussed among committee members during the 1974-75 school year. It was formally discussed during the two meetings of the fall term 1975 as a matter of an agenda item for both meetings. It was the consensus of the committee at the December 2 meeting that the Human Relations Committee should review and recommend on issues whenever the need arises. It was the feeling of the committee that if the committee members would remain in touch with all segements of the college community, that no issue should become a crisis before it can be brought to the committee for discussion and review. It was felt that to choose a project would be rather mechnical. Due to the lack of a formal motion concerning a project for the spring term, it was decided in the December 2 meeting that no project would be chosen at this time; rather,the committee will meet again in February and in April,alternating the meeting times between an early afternoon and an evening session so that all members of the committee could attend at least one of the meetings.

BCB/ec

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: 12/18/75

INSTITUTION: Garland County Community College

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Ms. Joan Henry	Black	Faculty
Mr. Larry Bracken	White	Staff
Ms. Illean Harris	Black	Faculty
Mr. Ron Chesser	White	Faculty
Ms. Linda Castaldi	White	Faculty
Mr. Don Harris	White	Staff
Ms. Andrea Pegues	Black	Student
Ms. Irma Willis	Black	Student
Ms. Susan Bell	White	Student
Mr. Ken Cartwright	White	Student
Mr. Ronnie Harris	Black	Student
Mr. Ed Phillips	White	Student Chairman

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

September 29, 1975 2:00 First Methodist Church Rm 202

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

1. Specific activities for the current semester was to work toward improving dissimilation of affirmative action information to all phases of the college.

2. Use of more minority students in the recruitment of students. Minority students are going with counselors when visits are made to local high schools in the area and are participating in career days that are being held in these local schools.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES
(Please use additional sheets)

Committee was organized and the report on the status of the Affirmative Action Plan was given and the committee's role in the college has been explained by President, Dr. Gerald Fischer.
The committee agreed to continue their work in promoting good relations among all students in the college and to make the committee aware of any problem areas.

Ronald Garner
SIGNED

HUMAN RELATIONS COMMITTEE
HENDERSON STATE UNIVERSITY

Henderson State University, for four years, has had an all-campus committee composed of faculty and students, both Black and white, to deal with possible discriminatory practices on campus. This committee, in the past, has gained Black representation in the Student Government and Black sorority vote in the Panhellenic Council. Also, the University has chartered Black fraternities and sororities and a club - The Confederation of Black Students - on campus.

The 1975-1976 Human Relations Committee

1. Faculty: Six white (75%) and two Black (25%) members.
    a. Dr. Robert Bruner, Dean, School of Fine Arts; chairman;
    b. Dr. Gary Anderson, Vice President for Student Affairs;
    c. Dr. Peggy Dorris, Chairperson, Biology Department;
    d. Dr. William Gentry, Professor of Philosophy;
    e. Mr. Kenneth Harris, Instructor in Elementary Education;
    f. Mrs. Theresa Keaton, Instructor and Counselor in the Counseling Center;
    g. Mrs. Juanita Sandford, Assistant Professor of Sociology;
    h. Mr. James Tatum, Associate Professor of Business Administration.

2. Students: Four Black (50%) and four white (50%) members.
    a. Jeff Cochran
    b. Phyllis Cockman
    c. Patricia Curry
    d. Donald Gibson
    e. Rick Graham
    f. Sandy Mormon
    g. Janice Smith
    h. Bill Williams

3. Ex-officio
    a. Dr. James Andrews, Affirmative Action Officer.

4. Total composition: 62.4+ percent white and 37.5+ percent Black.

5. Meetings: weekly or every other week.

6. Workshop: Four members - two faculty and two students - attended the Department of Higher Education Workshop in Little Rock in April of 1975.

Objectives and Actions of the HSU Human Relations Committee - Fall, 1975

I. To Identify Any Racially Discriminatory Policies and/or Practices and Bring Such Concerns to the Attention of University Administrators.

    a. With the exception of a lack of a reasonable number of Black instructors and administrators, no definite discriminatory policies or practices have as yet been identified by the Committee. The University has been concerned about the lack of Black faculty, but circumstances - the availability of qualified Blacks and the lack of vacancies - have precluded an immediate solution.

II. To Monitor the Campus Implementation of the State Desegregation Plan.

a. Section III, p. 10, Objectives, No. 1.

Henderson State University is and has been recruiting students without regard to race, creed, color. Twenty-five percent of the student body is Black; twenty-two percent Black population in the University's service area.

b. Section III, p. 10, Objective, No. 2.

There are no known policies, procedures or financial assistance that discourage enrollment, attendance, or graduation at HSU based on race, creed, or color.

c. Section III, p. 10, Objective, No. 3.

1. Educational: Curriculum requirements are identical for Blacks and whites. Courses in history, literature, sociology, political science, drama, anthropology, and humanities include Black contributions. Some courses - The Negro in American History, Black Oratory, Black Institutions - deal specifically with Black subjects. The majority of students taking these courses are Black. A Guided Studies program is available for marginal students.

2. Social: There is inadequate mixing of races in a social and educational atmosphere. Blacks tend to gather in groups in classes, the Student Union, and at social gatherings. The University is studying for a solution.

3. Psychological: University counselors are holding periodic and numerous "rap" sessions to not only improve the psychological well-being of the Blacks, but also to create better understanding between the races.

d. p. 15, No. 10.

Initial exploration for exchange of cultural programs with UAPB has been done. UAPB has not yet generated the funds for such exchange.

e. Section IV, p. 20, No. 1.

1. Employment of classified employees is well-balanced.

2. Employment of non-classified employees needs a better balance by the University.

f. Section IV, p. 20, No. 2.

1. The University has prepared and implemented an Affirmative Action Program.

III. To Serve as a Student and Faculty Grievance Board for Discriminatory Practices or Acts.

a. The committee published campus-wide the opportunity for the registering of grievances.

b. One grievance was registered as a result of an altercation between a Black student and Food Service personnel. The committee decided it was not racially motivated but, under the circumstances, considered the decision against the Black student to be too severe. Upon the committee's recommendation to the President, the decision was rescinded.

c. A complaint against Henderson State University was lodged with the Office of Civil Rights in Dallas in early Fall. An OCR team visited the campus (no report of this visitation has as yet been forwarded to Henderson). As a result of this, however, the University sponsored a two-day retreat at Lake Texoma, Oklahoma, involving members of the Human Relations Committee and consultants from OCR. An evaluation of this retreat is attached.

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: 1/13/76

INSTITUTION: North Arkansas Community College

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Leon Blackwood - Chairman	White	Registrar
Jenny Stinchcomb	White	Secretary
Bill Skinner	White	Faculty
Mike Wolf	White	Faculty
W. H. McCutchcon	White	Counselor
Cindy Fullerton	White	Student
Virginia Bailey	White	Public Information Director

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The Human Relations Committee is working in concert with all departments to acquaint students with existing programs and opportunities at North Arkansas Community College. The Committee will continue to monitor student needs and property to assure fair treatment to all. The Right To Read Program has been added to the curriculum to further enhance the opportunities for the disabled.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES (Please use additional sheets)

The Committee has been working to assure students full educational information through College Day Programs.

SIGNED

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: December 19, 1975

INSTITUTION: Phillips County Community College

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Ben Finley	Caucasian	Faculty/Staff
Goldie Brown	Caucasian	Faculty/Staff
Carolyn Quarrells	Black	Faculty/Staff
Wilbur Peer	Black	Faculty/Staff
Gracie Burton	Black	Student
Robin Cummings	Caucasion	Student
Danny Davis	Caucasian	Student
Carl Holden	Black	Student
Julia Aitken	Caucasian	Faculty/Staff
John Kirk	Caucasian	Faculty/Staff
Dr. Gene Weber, Ex-Officio	Caucasian	Faculty/Staff

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

1. Developed a public relations program to apprise students of the committee and its activities and purposes. This was done by means of an information sheet given to each student at registration. (See attachment #1)

2. Made a suggestion box which was placed in the student center. This is for the purpose of permitting students and faculty/staff an opportunity to call attention to possible areas of discrimination without fear of reprisal. Another box will be constructed which will be placed in the library, and also one will be placed in the teacher's lounge.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES (Please use additional sheets)

See attached minutes.

Ben Finley
SIGNED

M E M O R A N D U M

Date: December 19, 1975

TO: All Students

FROM: Ben Finley

SUBJECT: Human Relations Committee

In compliance with Title VI of the Civil Rights Act of 1964, Phillips County Community College has established an institutional plan for the State Education Desegregation Plan and has established a Human Relations Committee for the purpose of monitoring compliance with the state desegregation plan.

The responsibilities of the Human Relations Committee are as follows:

1. Identify discriminatory practices and recommend programs at the institutional level for the purpose of eliminating discrimination and improving human relations among students and staff.

2. Report to the institutional administration which will, in turn, report to the Desegregation Plan Advisory Committee, which is advisory to the Department of Higher Education in the implementation and development of the statewide plan of desegregation.

3. Actively search for areas of discrimination on the campus.

4. Convene as necessary to hear, evaluate and make recommendations of discrimination as may come before the committee.

Committee Members:

Staff

Mr. Ben Finley, Chairman
Mrs. Goldie Brown
Mrs. Carolyn Quarrells
Mr. Wilbur Peer
Mrs. Julia Aitken
Mr. John Kirk

Students

Miss Gracie Burton
Miss Robin Cummings
Mr. Danny Davis
Mr. Carl Holden

Human Relations Committee

January 24, 1975

Members Present: Ms. Grace Burton
Ms. Debbie Cummings
Mr. Butch Dulaney
Mr. George Ewing
Mr. Ben Finley, Chairman
Mr. Wilbur Peer
Ms. Carolyn Quarrells, Secretary
Dean Gene Weber, Ex-Officio

The meeting was called to order by Mr. Finley, Chairman.

Mr. Finley gave a snort description of the vunction of the Human Relations Committee.

Mr. Peer stated that the Student Affairs Committee had discussed activities in observance of National Black History week and had been told they could not carry out these activities. Mr. Dulaney, president of the Student Body Association, added that he had talked with Dean Dan Rusak concerning this matter and Dean Rusak, after talking with Dr. John Easley, had said these activities could not be carried out. Dean Weber stated he would gather facts on the matter and report his findings to the Student Affairs Committee.

It was decided that the committee will meet every two months with the understanding that additional meeting may be called as needed.

Mrs. Quarrells was appointed to serve as secretary with the consent of the members present.

The next meeting will be called when Mr. Charles Hodge, Desegregation Coordinator, can meet with us.

Meeting adjourned.

Respectfully Submitted,

Carolyn Quarrells

Carolyn Quarrells, Secretary

HUMAN RELATIONS COMMITTEE

Members Present:	Members Absent:
Ms. Goldie Brown	Ms. Debbie Cummings
Mr. George Ewing	Mr. Butch Dulaney
Ms. Grace Burton	
Ms. Carolyn Quarrells, Secretary	
Mr. Ben Finley, Chairman	
Dr. Gene Weber, Ex-officio Member	

A meeting of the Human Relations Committee was held in the Boardroom, Phillips County Community College, on May 5, 1975. The meeting was called to order at approximately 4:10pm by Mr. Ben Finley, Chairman.

The meeting proceeded as follow:

Summary of the Human Relations Committee meeting in Little Rock, Arkansas. Mr. Peer gave an overview of the meeting. He emphasized the following points.

1. The Human Relations Committee should be publicized so that people could come to the committee with their grievances.
2. That the committee should seek out discriminatory practices, bring these practices to the attention of the administration and make recommendations to the administration.
3. That the committee is suppose to make two annual reports.

Mr. Ewing pointed up a need for the committee to be better publicized.

Concern was expressed about possible recrimination for a committee member who seeks out discriminatory practices at the institution. The committee was assured, by Dean Weber that no committee member would have to worry about any recrimination.

The Chairman opened the house for suggestions on how to publicize the Human Relations Committee.

1. Poll the faculty and studentbody to obtain input of their concerns.
2. Identify responsibilities of the committee prior to making poll.
3. Have a handout at registration with the responsibilities of the committee and the names of each member.
4. Have an open meeting with attendance of interested persons.

The Chairman opened the house for suggestions of committee members to replace George Ewing, Debbie Cummings and Butch Dulaney, who will be graduating in May 1975.

It was discussed that Danny Davis, President of the SBA (1975-76) and Carl Holden, Vice-president of SBA (1975-76) replace Butch Dulaney and George Ewing.

It was suggested that the new members be freshman to allow them to serve two years. There was a discussion of letting the students on the committee consist of two freshman and two sophomores.

The Chairman asked each committee member to examine (1) the PHILLIPS COUNTY COMMUNITY COLLEGE INSTITUTIONAL PLAN FOR THE STATE EDUCATION DESEGRATION PLAN, and (2) the ARKANSAS COLLEGE AND UNIVERSITY PLAN FOR COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, and come up with the responsibilities of the Human Relations Committee at Phillips County Community College.

Mr. Peer stated that he has been asked by students why they could not have a Black History Week. Dean Weber said he would get an official institutional statement. He added that he did not check on it after the last committee meeting because Butch Dulaney, President of the SBA, contacted him and said the SBA had decided to do something else.

There was some discussion of meeting more often as a committee. It was discussed that the Chairman might poll the committee members monthly to see if there was a need to meet.

Mr. Peer suggested a workshop to familarize the committee members with the Arkansas Plan and the PCCC Plan. The Chairman stated he would invite Mr.Charles M. Hodge, Desegregation Coordinator, to hold a workshop.

It was suggested that we have the faculty make positive suggestions for improvement.

It was emphasized by the Chairman that the HRC is not to act as a pressure group but to make recommendations.

Mr. Peer made a motion to adjourn. It was seconded. The meeting adjourned at 4:45 p.m.

Respectfully Submitted,

Carolyn Quarrells
Carolyn Quarrells, Secretary

Copies to: Mr. Ben Finley
Mrs. Goldie Brown
Mrs. Carolyn Quarrells
Mr. Wilbur Peer
Dr. Gene Weber
Miss Grace Burton
Mr. Butch Dulaney
Miss Debbie Cummings
Mr. George Ewing

HUMAN RELATIONS COMMITTEE

Members Present:

Ms. Julia Aitken
Ms. Goldie Brown
Ms. Gracie Burton
Mr. Ben Finley, Chairman
Mr. Carl Holder
Mr. Wilbur Peer
Ms. Carolyn Quarrells, Secretary
Dr. Gene Weber, Ex-officio Member

A meeting of the Human Relations Committee was held in the Boardroom, Phillips County Community College, on October 2, 1975. The meeting was called to order at 2:35 p.m. by Mr. Ben Finley, Chairman. Minutes of the last meeting were read and accepted. The meeting proceeded and took the following action:

-Decided to place posters explaining Human Relations Committee functions, members, and meeting time, along with a suggestion box, in both the Library and the Student Center.

-Introduction of Mrs. Julia Aitken, a new member, as representative for the non-professional staff.

-Tentatively scheduled October 21, 1975 to meet with Mr. Charles Hodge, Desegregation Co-ordinator.

-Set 2:30 p.m. on the first Thursday of every month as regular meeting date and time.

-Decided to add new members to represent the janitorial staff.

-Discussion of the price of cafeteria food relative to Human Relations.

-Discussion of a form for submitting complaints or suggestions to the Committee. Emphasis was placed on the individual being able to remain anonymous.

-Adjourned at 3:20 p.m.

Respectfully submitted,

Carolyn Quarrells

Carolyn Quarrells, Secretary

CQ;gw

HUMAN RELATIONS COMMITTEE

MEMBERS PRESENT:	MEMBERS ABSENT:
Ms. Julia Aitken	Ms. Goldie Brown
Ms. Gracie Burton	Ms. Robin Cummings
Mr. Danny Davis	
Mr. Ben Finley, Chairman	
Mr. Carl Holder	
Mr. Wilbur Peer	
Ms. Carolyn Quarrells, Secretary	
Dr. Gene Weber, Ex-Officio Member	

A Call Meeting of the Human Relations Committee was held in the Boardroom, Phillips County Community College, on October 21, 1975. The meeting was called to order at 2:30 p. m. by Mr. Ben Finley, Chairman. Minutes of the previous meeting were read and accepted. The meeting proceeded with the following old business:

-Heard results of a study performed by an Administrative Committee to investigate the price of Cafeteria food at PCCC. This committee found the prices to be comparable with prices in the community. Also heard results of a similiar study performed by a Student Committee with the same findings.

-Will have new member to represent the Janitorial Staff before HRC's regular meeting.

-Made plans to introduce the HRC to PCCC Faculty in the next Faculty Meeting.

-Made plans to introduce the HRC to the Student Senate.

The Meeting proceeded as follows:

-Introduction of Mr. Charles Hodge, Desegregation Coordinator with the Department of Higher Education, and each HRC member.

-A statement of purpose for Mr. Hodge's visit; "To give input and recommendations to the Committee.

-Mr. Hodge spoke on the following points:

1. Implementation of Committee functions
    - A. Identify discriminatory situations (policies, practices) and bring such concerns to the attention of Campus Adminsistrators.
    - B. Monitor the Campus implementation of the Statewide Desegregation Plan.
    - C. Serve as a Student Grievance Board. He emphasized the HRC serving as a preventive agent rather than an appellant for disciplinary actions, and that the HRC could serve to improve student to student and student to faculty interactions.
    - D. Provide an annual report of activities to the Arkansas Department of Higher Education.

2. Structuring of the HRC.
    A. Report at end of semester.
    B. Keep records of meetings.
    C. Identify at least one project; then set up ways to implement the project. He emphasized the importance of having a concrete project.
    D. He emphasized the importance of using every opportunity to advertise.
    E. Expressed gratitude for the invitation to meet with PCCC-HRC.

-Discussion of ways to combine efforts of the Student Body Association and HRC.

-Discussion of areas of concerns for PCCC students, relative to reprisal for speaking out. Two areas were discussed:
    1. Being singled out as a "trouble maker".
    2. Lowering of student grade by instructor.

-Next regular meeting - December 4, 1975.

-Adjourned at 3:35 p. m.

Respectfully submitted,

Carolyn Quarrells

Carolyn Quarrells, Secretary

CQ;gw

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: 12 December 1975

INSTITUTION: Southern State College

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

FACULTY	STUDENTS
Brannon, Alvin (Black)	Banks, Larry (Black)
Brannon, Irene (Black)	Edwards, Rebecca (white),
Davis, Carlton (white)	Frisby Don (white),
Jordan, Kathleen (Black)	Hill, Janet (Black)
McNeal, Larry (white),	Hughey, Lynwood (Black)
Nolan, William (white),	Lyons, Gerald (white)
O'Hern, Diane (white)	McCrary, Kevin (white)
Root, Peggy (white)	Maloch, Bruce (white)
Sixbey, David (white),	Rhynes, Rhonda (Black)
Trexler, Ann (white)	Tatum, John (Black),

The Committee as a whole meets regularly on the first Tuesday of each month at 4:00 p.m. in the Student Center Reading Room. Additional meetings are

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

frequently called; in addition, sub-committees meet more frequently.

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The main thrust of the Committee's work has been to cooperate with and to monitor the institution's effort to implement the Affirmative Action Compliance Program. Following a meeting with Dr. Charles Jackson, the Affirmative Action Coordinator, the Committee initiated a program to publicize the purposes, timetables and goals of the AACP. The program includes (1) submitting regular progress reports to the student newspaper and faculty bulletin, (2) distributing copies of the AACP to members of the Human Relations Committee, (3) distributing information leaflets to students during Spring registration, and (4) discussing the AACP with dorm counselors and officers of student organizations.

Four standing sub-committees (Academic Affairs, Regulatory/Disciplinary Policies, Supportive Services, and Social/Extra-Curricular Affairs) were assigned to evaluate the Compliance Program in their respective areas and to monitor its implementation. The Committee has also voted to place a suggestion box in the Student Center to solicit suggestions and complaints.

In separate actions, the Committee:

1. responded to a complaint that dorm regulations are enforced in a discriminatory manner. The sub-committee on Regulatory/Disciplinary Policies is investigating.
2. investigated charges that the Mr. SSC Pageant was conducted in a way that discriminated against Black contestants. No evidence of discrimination was found.
3. responded to complaints that the election of the Homecoming Court discriminated against Black candidates. The sub-committee on Social/Extra-Curricular Affairs is investigating the specific complaint; and, in addition, it is reviewing the procedures in other campus elections to determine whether a pervasive pattern of discrimination exists here.

(cont. on back)

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES
(Please use additional sheets)

The Southern State College Human Relations Committee comprises ten student and ten faculty representatives, with associate (non-voting) membership open to anyone interested in the committee's work. The committee's Ombudsman, in consultation with the Chairman, investigates all complaints involving possible discrimination, makes immediate recommendations to staff or administrative officers if appropriate, and reports his findings and recommendations to the committee as a whole. If the Ombudsman's investigation reveals an area of possible pervasive discrimination, the matter is more thoroughly investigated by one of four standing sub-committees, which, in turn, reports its findings and recommendations to the committee as a whole. The committee then attempts to resolve the matter in consultation with the organization, staff, and administrative personnel concerned.

The committee meets regularly once a month; it met five times during the Fall semester. Sub-committees hold separate meetings as necessary.

David H. Saxby
SIGNED

4. investigated charges that the Education Division discriminates against Black students in the placement of student teachers in area public schools. No evidence of discrimination was discovered in regard to the specific complaint; however, the sub-committee on Academic Affairs is studying the pattern of placements over the last few years.

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: December 30, 1975

INSTITUTION: University of Arkansas - Fayetteville

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

James Couper	Caucasian	Faculty
Robert Frans	Caucasian	Faculty
Judith Jones	Caucasian	Faculty
George Knox	Black	Faculty
Frank Graham	Caucasian	Staff
Virginia Strickland	Caucasian	Staff
Leslie Todd Conway	Caucasian	Student
Lawrence Crockett	Black	Student
Cathy Hinshaw	Caucasian	Student
Mark Jones	Caucasian	Student
Ron Jordan	Black	Student
H.L. McGill	Black	Student

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

To be arranged once committee members' second semester schedules are final.

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The committee was not appointed until near the end of the Fall semester (December 1, 1975), so it has not as yet undertaken any significant projects.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES (Please use additional sheets)

See above.

Barbara

SIGNED

Hodge

RECEIVED
DEC 26 1975
DEPT. OF HIGHER EDUC.

HUMAN RELATIONS COMMITTEE R[illegible]
FALL SEMESTER 1975

DATE: December 19, 1975

INSTITUTION: University of Arkansas at Little Rock

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Akins, Henry black admin. staff
Bonds, Joyce white student
Brown, Carol black staff
Clancey, Walter white faculty
Donaldson, Charles black staff
Ford, Carolyn black student
Garnett, Phyllis white faculty
Gates, Mary Jane white faculty
Glover, Jerry white faculty
Grant, Bill white student
Hester, Neyland white admin. staff
McGraw, Pat black faculty
Nellum, Priscilla black faculty

Parker, Donnelle, black student
Pine, Shirley white faculty
Plante, Kathy white staff
Roachell, Beverly white student
Schweig, Paula white staff
Scott, Etta Mae black staff
Taegel, Barbara white admin. staff
Twillie, Gwen black faculty

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

Meetings: 9/17/75 Library Conference Room
10/14/75 and 11/12/75 NSCI 215

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

9/17/75	Organizational Meeting. Election of M.J. Gates, chairperson and Kathy Plante, secretary.
10/14/75	Presentations by Barbara Taegel and Neyland Hester (1) acquainting the committee members with the provisions of Title IX and Executive Order 11246, and (2) review the activities of the Human Rights Committee in 1974-1975.
11/12/75	Presentation by Henry Akins acquainting the committee members with the Affirmative Action Compliance Program for Title VI. Presentation by Jerry Glover of proposed procedures for faculty, staff, and student discrimination complaints.
12/5/75	Meeting with Chancellor Ross (Akins, Hester, Taegel, and Gates present) to examine plans for future direction of Human Rights Committee for 1975-1976. Decision to study Affirmative Action Plan of 1972-73.. Decision to study the state desegregation plan document.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES (Please use additional sheets)

1. Study of basic information in Title VI, Title IX, Executive Order 11246.
2. Decision to study the objectives of the 1972-1973 Affirmative Action Plan and the current status of implementation.
3. Decision to study the state desegregation plan document, now under modification, and provide input into that modification.

Mary Jane Gates
SIGNED

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: January 2, 1976

INSTITUTION: UNIVERSITY OF ARKANSAS AT MONTICELLO

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Dr. Gale Long	white	Faculty
Mr. J. J. Hogue	"	Staff
Mrs. Wilma Ross	"	Faculty
Mr. Louis Dunlap	black	Faculty
Mr. H. H. Chamberlin	white	Faculty
Mr. Hubert McKeown	"	Staff
Mr. Ronnie Higgins	"	Staff
Two students - names not available		

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The Committee on Human Relations of the University of Arkansas at Monticello is charged with the responsibility for advising the administration on the most expeditious steps to be taken to see that non-discriminatory policies are maintained. The committee's work during the fall semester was essentially preliminary and exploratory in nature. The committee itself has been given a general overview of some of the problems with respect to human relations on the University campus. Specific attention has been devoted to the development of clear-cut policies with respect to Title IX. The committee has assisted the administration in determining where the University is deficient with regard to Title IX. The committee is in the process of developing specific recommendations concerning this matter.

The committee will study all aspects of human relations on the UA-Monticello campus. Attention will be given to recommendations concerning the needs of minority students, recommending specific steps with regard to the maintenance of non-discriminatory policies in employment, and seeing to it that a workable human relations policy be developed for this campus.

The Chairman of the committee, Dr. Gale Long, participated in the University-wide workshop concerning desegregation which was held in late August at the University of Arkansas at Little Rock. As a result, the committee chairman has been able to communicate to the committee some of the specific requirements which this institution must meet in the area of human relations as they relate to the state-wide desegregation effort for higher education. The committee will give

immediate attention to further recommendations concerning how the objectives of Title IX can be achieved on this campus. In addition, the committee will be working closely with the administration to see that non-discriminatory policies are maintained with respect to student recruitment and with respect to the hiring of University employees, both academic and non-academic. The committee plans to give attention to the entire spectrum of student life in order to assist the administration in achieving the objectives set forth in its affirmative action pledges and in its commitment to state-wide desegregation.

SIGNED

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

(AFFIRMATIVE ACTION OPERATIONAL COMMITTEE)

DATE: December 16, 1975

INSTITUTION: University of Arkansas for Medical Sciences

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Charles H. White (Black Male)	Staff-(Director of Human Relations)
Dr. John Whitney (White Male)	Faculty(Professor)
Mr. Joe Baer (White Male)	Staff (Plumber)
Mrs. Clara Correa (White Female)	Staff (Supervisor-Housekeeping)
Mrs. Ann Harris (White Female)	Staff (Registered Nurse)
Mrs. Dolores Johnson (White Female)	Staff (Personnel Officer)
Dr. Joycelyn Elders (Black Female)	Faculty (Associate Professor)
Mrs. Marilyn Glasgow (White Female)	Faculty (Associate Professor)
Dr. James Dusenberry (White Male)	Faculty(Professor)
Ms. Phyllis Lloyd (Black Female)	Staff (Assistant Registrar)
Mrs. Sylvia Smith (Black Female)	Staff (Supervisor-Dietary)

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

Last Tuesday of each month, 9:00 a.m., Room 1708 UAMSC Education Building

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The Affirmative Action Operational Committee's function is to continuously review the current and future status of females, blacks, and other minority employees with regard to employment, salaries, promotions, recruitment and all other personnel policies and practices.

The Committee has met monthly and reviewed the progress and activities of the Human Relations Office in its efforts to bring UAMSC into compliance with Federal guidelines. The Committee has given advise and support to the HRO in the handling of grievances that have been filed with the Human Relations Office.

The Committee has not undertaken any special projects and/or activities during the current school year.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES
(Please use additional sheets)

Same as above.

Charles N White
SIGNED

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: January 5, 1975

INSTITUTION: University of Central Arkansas

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Evans, Carolyn, Black, Student
Owens, Gary, Black, Student
Thomas, Mark, White, Student
Bland, Charlene, Black, Staff
Woods, Milton, Black, Staff
Russell, Helen, White, Staff
Green, Rudolph, Black, Faculty
Hudson, Richard, White Faculty
Lachowsky, Mary, White, Faculty
Lanclos, T., White, Faculty
Naylor, David, White, Faculty
Ross, Marian, Black, Faculty
Osborne, W. H., White, Admin.

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

3rd Thursday, 1:40 p.m., Room 107, Burdick Bldg.

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The Committee was completely restructured in September, 1975.

To date, principle activities have been related to organizational matters.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES (Please use additional sheets)

(see above)

SIGNED ______________________________

HUMAN RELATIONS COMMITTEE REPORT
FALL SEMESTER 1975

DATE: December 29, 1975

INSTITUTION: Westark Community College

COMMITTEE MEMBERS (PLEASE IDENTIFY BY NAME, RACE, STUDENT, FACULTY/STAFF)

Dr. Sue Kincannon, Chm.	(White), Staff
Avis Barker	(Black), Student
Dr. S. H. Blakely	(White), Staff
Chris D. Corbin	(White), Staff
Michael Hightower	(White), Staff
Harold Hile	(White), Staff
Richard Hudson	(White), Staff
Curtis Ivery	(Black), Staff
Jackie Johnson	(Black), Student
Paul Leggett	(White), Staff
George McAlister	(White), Staff
Walter C. Minniear	(White), Staff
Carolyn Moore	(White), Staff
Danny Williams	(White), Student
Joyce Ann Morris	(Black), Staff
Mary Steward	(Black), Staff

PLEASE PROVIDE MEETING DATE, TIME AND PLACE

MEET ON CALL

PLEASE IDENTIFY PROJECTS OR ACTIVITIES THE COMMITTEE HAS DIRECTED ATTENTION DURING THE CURRENT (FALL, 1975) SEMESTER. BE SPECIFIC. (If necessary, please use additional sheets)

The committee has considered some of the duties and responsibilities of a human relations committee on this campus and in the community. It is our feeling that human relations on this campus, overall, are good.

A sub-committee of the Human Relations Committee participated in the preparation of the Westark Community College Affirmative Action Policy, prepared earlier this year.

A meeting of the Human Relations Committee is scheduled to be held at the beginning of the second semester, mid-January 1976. At this meeting further plans will be made for additional meetings and any needed activities of the group.

PLEASE PROVIDE A SUMMARY OF THE COMMITTEE'S ACTIVITIES
(Please use additional sheets)

Helped prepared Affirmative Action Policy

Studying and considering Human Relations on campus

Plans will be made at the January meeting to assist with the College Day Program to be held on this campus, January 26, 1976.

Chris D. Corbin
SIGNED